DOCUMENT RESUME

ED 120 579 CE 006 978

AUTHOR	Burgener, V. E.; Stark, Robert L.
TITLE	Guidance, Counseling, Placement and Follow-up in Selected Illinois Schools.
INSTITUTION	Midwest Educational Research Evaluation and Training Center, Champaign, Ill.
SPONS AGENCY	Illinois State Advisory Council on Vocational Education, Springfield.
REPORT NO	VT-102-703
PUB DATE	Jun 75
NOTE	58p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS	Area Vocational Schools; Community Colleges; *Counseling Services; Counselor Role; *Guidance Services; Job Placement; Occupational Guidance; Placement; Post Secondary Education; *Program Evaluation; School Services; *School Surveys; Secondary Education; *State Schools; Tables (Data); Teacher Role; Vocational Counseling; Vocational Followup
IDENTIFIERS	*Illinois

ABSTRACT

The study described in the report was made to determine the status of guidance, counseling, placement, and followup services in selected Illinois schools and to make recommendations for improvement. Study tasks included surveying 16 schools (by mail and by on-site visits) and interpreting the collected data. Six community colleges, six high schools, and four area vocational centers were the institutions chosen for the study. A generalized profile of guidance and counseling services was prepared indicating where guidance staff performed coordinating and/or consultation functions and where these roles were assumed by teachers and counselors. Composite information from the three types of schools includes student, teacher, and counselor perceptions of the services. Placement and followup services in the sample schools varied, with data not always available, although it was found that the employment rate of graduates and even dropouts was quite high. Recommendations include a coordinated career education program with component guidance and counseling services at the K-14 level, additional guidance and counseling staff with professional training a prerequisite to certification, better articulation, and required job placement services and first-year followup of all enrollees. (Author/MF)

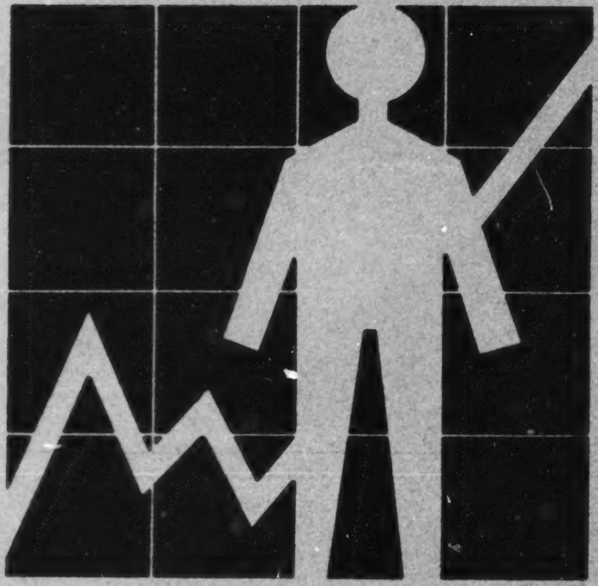
Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED120579

NOV 11 1975 /RS

GUIDANCE, COUNSELING PLACEMENT AND FOLLOW-UP IN SELECTED ILLINOIS SCHOOLS

By
V. E. Burgener
Robert L. Stark



Investing in People

Conducted for the

STATE OF ILLINOIS
ADVISORY COUNCIL ON VOCATIONAL EDUCATION

575 Lincoln Tower Plaza
Springfield, Illinois
62706

JUNE 1975

CE006978

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

GUIDANCE, COUNSELING
PLACEMENT AND FOLLOW-UP
IN SELECTED ILLINOIS SCHOOLS

Conducted by
MIDWEST EDUCATIONAL RESEARCH EVALUATION
AND TRAINING CENTER (MERET CENTER)
Champaign and Springfield, Illinois

For the
STATE OF ILLINOIS
ADVISORY COUNCIL ON VOCATIONAL EDUCATION
575 Lincoln Tower Plaza
Springfield, Illinois 62706

Investing in People

by
V. E. BURGENER
ROBERT L. STARK

JUNE 1975

VT102703

The points of view and opinions contained herein are those of the project staff based on information gathered for this project and do not necessarily represent the views and opinions of the Illinois State Advisory Council on Vocational Education. All questions with respect to this study should be addressed to the Executive Director of the State of Illinois Advisory Council on Vocational Education, since the study and information collected is the property of said council.

Efforts by the MERET Center in the completion of this project have been in compliance with all federal and state regulations and/or legal requirements applicable to contractual agreements including Table VI of the Civil Rights Act of 1964 and Article III, Section 3.1 of the Illinois Fair Employment Act.

TABLE OF CONTENTS

PREFACE. iv

INTRODUCTION 1

Methodology 1

RECOMMENDATIONS. 4

GUIDANCE AND COUNSELING IN THE SAMPLE SCHOOLS 9

High Schools 9

Area Vocational Centers 14

Community Colleges. 16

Student Perceptions 19

PLACEMENT AND FOLLOW-UP IN THE SAMPLE SCHOOLS 21

High Schools 22

Area Vocational Centers 26

Community Colleges 29

COUNSELOR-STUDENT RATIOS 33

APPENDIX A - TABLES 34

APPENDIX B - SELF EVALUATION 41

APPENDIX C - DROP OUT INFORMATION 46

PREFACE

The origin of guidance services in schools is usually attributed to Frank Parsons, writer and lecturer, who founded the Vocational Bureau of Boston, Massachusetts in 1908. Guidance services in schools have a long and varied history, but comprehensive guidance programs, incorporating counseling, placement and follow-up activities have been slow to develop.

To learn more about services and activities that effect the vocational education program for the State of Illinois the State Advisory Council on Vocational Education annually conducts independent evaluations. The study described in this report was contracted to determine the status of guidance, counseling, placement, and follow-up services in Illinois schools and subsequent recommendations for improvement.

The study involved several different tasks including designing survey instruments; surveying the schools by mail and by on-site visits; accumulating, recording, and interpreting data; and preparing a final report including the study's findings and recommendations. The overall management of the project was directed by V. E. Burgener. The resource team that designed the survey instruments and surveyed the schools were Robert L. Stark, Claire Olson Szoke, Sharon K. Chase, and Dorothy I. Reese. Robert Rose assisted with one school visit. The process of accumulating and recording the data was carried out by Virginia H. Ratzlaff assisted by Gail Gomez. The writers of the final report were assisted materially by Claire Olson Szoke, Sharon K. Chase, and Virginia H. Ratzlaff.

The project director and members of the staff would like to express their appreciation to the sixteen schools who participated in this study. All staff members report full cooperation in accumulating the data needed to carry out the study from all state and local agencies.

I. INTRODUCTION

The State of Illinois Advisory Council on Vocational Education, through the Vocational Education Amendments of 1968, is charged with the responsibility of conducting an annual independent evaluation of vocational education programs and publishing and distributing the results of its evaluation.

Thousands of students enter and leave Illinois educational institutions each year and the ancillary services of guidance, counseling, placement, and follow-up services they experience while in school or shortly after they leave school has never been adequately studied. The Illinois Advisory Council sought to identify and analyze information from selected representative schools throughout the state in order to achieve a two-fold function:

> *To inform appropriate governmental agencies of what is being done state-wide in the area of guidance services.*
>
> *To assist schools in determining what is good about their programs and provide a means whereby schools may evaluate and improve their services and activities.*

The following questions about the type and amount of guidance services offered in Illinois were to be answered as an integral part of the study.

- *What is the statewide count of students and counselors, and what is the ratio?*
- *What differences in services exist between counselor and college-bound students and counselors and work-bound students?*
- *What testing is done and what happens as a result of the testing?*
- *What placement services exist; who provides the service? What are the qualifications for the position? What placement assistance is received from the community?*
- *How is a student's progress "followed-up"? Who does the follow-up and for how long?*
- *How does the information derived from the follow-up influence the courses and programs offered in school?*

METHODOLOGY

The *first phase* of the study involved the gathering and analysis of statistics relating to the number of students and counselors in the state so that a student-to-counselor ratio could be determined. To obtain this information, the researchers contacted the Pupil Personnel Services Section of the Department of Pupil Services Illinois Office of Education, the Department of Research and Statistics of the IOE, the Illinois Community College Board, and the Illinois Guidance and Personnel Association. After the student-to-counselor ratio was calculated, this information was compared to student-to-counselor ratio at the schools selected as evaluation sites. The purpose of comparing these two ratios was to evaluate the accuracy of the

the statistics in reflecting the accessibility and availability of vocational counselors to students.

The *second phase* of the study was for the Contractor and the Advisory Council to jointly select sixteen schools which would most adequately represent the size and location categories desired. Community colleges, high schools, and area vocational centers were the three types of institutions designated for investigation. The schools to be chosen were to be of different sizes and locations with representative schools from urban, suburban, and rural communities from northern, central, and southern parts of the State. After considering several options, the following schools were decided upon as institutions which best represented the geographic, demographic, and cultural variables of the State.

Community Colleges

Triton Community College
2000 Fifth Avenue
River Grove, IL. 60171

Joliet Community College
1216 Houbolt Avenue
Joliet, IL. 60436

Lincolnland Community College
Shepherd Road
Springfield, IL. 62708

Illinois Central Community College
P.O. Box 2400
East Peoria, IL. 61611

Parkland Community College
2400 West Bradley
Champaign, IL. 61820

Illinois Eastern Community College
233 East Chestnut Street
Olney, IL. 62450

High Schools

Thornton Fractional South High School
18500 Burnham Avenue
Lansing, IL. 60438

Woodruff High School
1808 North Perry
Peoria, IL. 61604

Bushnell-Prairie City High School
845 North Walnut Street
Bushnell, IL. 61422

Maine North High School
9511 Harrison Street
Des Plaines, IL. 60016

Alton High School
2200 College
Alton, IL. 62002

Marion High School
South Carbon Street
Marion, IL. 62959

Area Vocational Centers

Rockford Area Vocational Center
521 Samuelson Street
Rockford, IL. 61101

Pekin Area Vocational Center
Pekin, IL. 61554

Jo-Daviess-Carroll County Area
Vocational Center
Elizabeth, IL. 61028

Beck Area Vocational Center
Rural Route #2
Redbud, IL. 62278

The *third phase* of the study was collection of data from the selected institutions. A preliminary survey of factual data was gathered from written questionnaires followed up by on-site visitations and telephone interviews. To begin this information collecting process, a letter was sent to an administrator in all the schools explaining the project's goals and purpose, the

Contractor's role, and the method of project implementation. The letter was followed by a telephone call to ensure that school personnel understood what was involved in the study and to answer any questions concerning the study. The next step was to send a packet of questionnaires to all contact administrators in the participating schools. Information input was desired from a variety of sources; therefore, different questionnaire formats were designed for the following groups: guidance coordinators, placement directors, counselors, teachers, and students. All the questionnaires were mailed to the contact administrator with a request that he distribute the questionnaires to the appropriate personnel. The questionnaires were collected and returned to the research staff.

An on-site visit was made to each educational institution by members of the investigation team. The visitation date was arranged prior to the on-site visit by a phone call. Visits usually involved two staff members who conducted interviews with relevant school and community persons, including students. The purpose of the on-site visits was to supplement information obtained from the mailed questionnaires.

The *fourth phase* of the study was the synthesizing, writing, and publishing of collected data into a final report. Data from the preliminary questionnaires, on-site visitations, telephone interviews, and other resources, collected from the schools such as pamphlets, brochures, and policy manuals were used in developing the final report.

II. RECOMMENDATIONS

1. A COORDINATED CAREER EDUCATION PROGRAM WITH COMPONENT GUIDANCE AND COUNSELING SERVICES SHOULD BE IMPLEMENTED AT THE K-14 LEVEL.

Introduction to careers, orientation, preparation, placement and follow-up should be provided as needed throughout the continuum. Each local educational agency should be responsible for that portion of the services which are needed for the grade level of students served and should articulate cooperative services with other grade level agencies so that an enrollee can expect consonant career guidance from kindergarten through community college.

Occupational orientation should be made available to all students prior to the 10th grade level. Systems of voluntary exploration of occupations do not seem to be working. Consequently, an organized offering of at least one semester of exploration of occupations should be offered by the guidance department.

Work experience should be a part of each student's program prior to interruption of his educational experience. For the potential drop out, it should be available at the earliest employable age (often 15 under special work provisions). The work experience can be captive in the school system or external regular employers. Most school organized systems are used to provide work experience for trainees who are not yet placeable with regular employers (e.g., handicapped). Only college preparatory enrollees should be exempt from work experience at or prior to the twelfth grade level but should not be excluded if their wish is to obtain that experience.

All students need assistance with job-seeking skills. A college graduate who can not write a personal resume or complete an employment application has a very real employment "handicap".

2. ADDITIONAL STAFF IS NEEDED TO IMPROVE GUIDANCE AND COUNSELING SERVICES.

At the secondary level, a counselor ratio of 1:287 does not allow adequate time for individualized counseling. With other duties regularly assigned to counselors, students may be justified in their feelings that counselors do not have time for personal interviews and consultation. On the other hand, there is some doubt that a school can justify more than $50 per year per student for face-to-face counseling service ($14,500 salary divided by 287 clients).

In a national study of career guidance in 1971, Eli Ginsburg said, "Counselors appear to spend the bulk of their time in approving courses of study, in assisting with college applications, in dealing with rule infractions, and in test administration?". In 1975, if course scheduling is included as a part of approving courses of study, counselors in Illinois were performing about the same duties.

Little if any personal counseling is offered by guidance coordinators at the area vocational centers. The suggested coordination by area vocational center counselor(s) is workable and feasible if the coordinator is able to influence and assist with career counseling at the "feeder" schools.

Understaffing is most serious at the community college level and results in very inadequate or poor services offered to enrollees. Group orientation (as offered at Triton College to all freshmen) or personal counseling by teachers, department heads, etc., as practiced by several colleges, seems the best solution to improve the counseling at this level.

Some counselors should be designated as career, vocational, or occupational counselors. Otherwise the function tends to get lost in the multitude of duties which general counselors incur. It is recommended that 80 percent of the counseling staff be designated as career counselors and 20 percent as general, academic, or college counselors.

Para-professional help is badly needed by most counseling staff-especially at the junior high and high school level. Test scoring, record maintenance, filing, correspondence, student scheduling, and many other duties can be performed by para-professionals much more economically and often more efficiently than by counselors. This should be adult rather than student help. A vocational director can not be expected to coordinate the career guidance effort. A specific individual should be assigned that responsibility.

3. A GUIDANCE AND COUNSELING STAFF SHOULD HAVE PROFESSIONAL TRAINING AS A PREREQUISITE TO CERTIFICATION.

Methodology relating to the administration and interpretation of tests and measurements, knowledge of occupational options, vocational interest assessment, and procedures to use in placement and follow-up are important. Professional training minimums are not suggested because background and experience was found to be of greater importance to the effective functiong of guidance, counseling, placement, and follow-up services.

Career counselors should regularly participate in in-service work experience seminars, employment service counseling, simulation gaming, computerized guidance systems, etc. All counselors could profit from such in-service training.

Teachers should be systematically exposed to the world of work by field trips or "work days" with local business and industry. Summer seminars and work in unfamiliar employment areas are recommended. Teachers and guidance counselors need to be more acutely aware of career opportunities in their community.

4. A SYSTEMATIC APPROACH SHOULD BE USED FOR OCCUPATIONAL ASSESSMENT (INCLUDING INTEREST, EXPERIENCE, ASPIRATION, ACHEIVEMENT, AND GOAL IDENTIFICATION).

Hardware and/or software is needed by every local educational agency so that every student can be offered an occupational assessment. The system can be as sophisticated as CVIS (Willowbrook) or modified as at Joliet. It could be a Career Dex, View Deck, Singer-Graflex, MATCH, OVIS, or even a Kuder Preference. But it should be an organized system, not just a suggested voluntary information search through library files.

The system should be available as early as the junior high level to assist in course planning and some continuation accessible for reassessment at subsequent desired intervals.

Systems which heavily involve the student in the decision making process are recommended over those which are counselor controlled and dictated.

5. THE OBJECTIVE INFORMATION OBTAINED BY INDIVIDUAL ASSESSMENT SHOULD BE USED TO IDENTIFY ENROLLEES FOR VOCATIONAL TRAINING PROGRAMS.

Subjective criteria as now used, often result in quota filling, class size limitation, program cost decisions, and traditional recommendations. Inadequate objectivity is used in counseling female, minority, disadvantaged and handicapped students into non-traditional careers. Numerous examples could be cited of non-traditional careers which have a high potential for certain types of clientele:

Mentally handicapped female - Gerontology aide
Black male - Airline steward
Hard of hearing male - Keypunch or key punch verifier operator
Paraplegic male - Laser technician
Disadvantaged male/female - Projector operator

6. ARTICULATION AND COUNSELING FOR THE PROPER USE OF AREA VOCATIONAL CENTERS IS BADLY NEEDED.

Arbitrary quotas, non-participation by some member schools, costs, preparatory prerequisites, and lack of information for adequate course planning all contribute to the ineffective use of Area Vocational Center offerings. Some suggestions were found by the study which should be considered for statewide implementation:

(a) Regular opportunity for 9th-10th grade students to visit the area vocational center and see program offerings.

(b) Visits to schools in the area by area vocational center teachers and staff to "sell" programs.

(c) Offering a testing service (GATB and/or a more sophisticated occupational assessment) to all potential area vocational center enrollees.

7. PLACEMENT SERVICES SHOULD BE OFFERED BY THE SCHOOL FOR FULL AND PART TIME EMPLOYMENT AT THE AGE OF SIXTEEN AND ABOVE.

All program completers or interrupters who are sixteen or over should be referred to the Illinois State Employment Service for registration. It is feasible for the school systems to work with existing agencies such as the ISES and private organizations, but should not rely solely on them for the service. Younger potential employees especially are not well served by existing facilities and agencies.

The placement system should be organized through a specific office of the local educational agency. The salary level of a professional placement officer may not be warranted. Placement by a private employment agency is generally the responsibility of a para-professional and could be handled in a similar way by schools with records and coordination maintained by a secretary or para-professional. Much of the actual placement can best be done by teachers, work experience coordinators, and advisory committees. However, responsibility for coordination of all placement effort should be centered in the placement system office.

Students should be made aware of the services offered by the placement system office early in their school career and encouraged to maintain contact with the office. Employment and job information should be kept on file, posted on bulletin boards and sent to interested students as often as possible. Students should receive information concerning resumes, letters of application, and participating in interviews. Student credentials should be maintained in the placement system office and all students should be encouraged to file credentials. Each credential packet should contain the following items:

1. Personal Data Form
2. Unofficial Transcript Form
3. Three Letters of Recommendation
4. Sample Resume Form
5. Letters to accompany Resume

8. FIRST YEAR FOLLOW UP OF ALL ENROLLEES (DROP OUT AS WELL AS COMPLETER) SHOULD BE A REQUIREMENT FOR ALL SCHOOLS.

Extended follow-up information would be of great help in improving school offerings and should be so used. A state-wide system of follow-up should be developed and recommended to all schools along with the required reports for both one year and longitudinal studies. The information questions included in the follow-up questionnaire should contain items that would be useful to the local school system; the community; business and industry; and state agencies concerned with training, occupational and manpower information. The information received from follow-up studies should be made available to school personnel, advisory committees, business and industry groups, students' parents, and public employment agencies so they can react to the information and provide feedback to the school. The following information categories are examples of the type of data that should be included in follow-up studies:

1. Additional training/education
2. Employed in field for which trained
3. Employed in associated field
4. Employed in unrelated field
5. Married (Homemaker)
6. Military Service
7. Unemployed--seeking work
8. Not employed--not seeking work

9. AN ADVISORY COMMITTEE SHOULD INCLUDE REPRESENTATIVES OF THE GUIDANCE AND COUNSELING STAFF.

It should meet regularly (at least every other month) and consider course content, placement, instructional procedures, enrollments, drop outs, revision based on follow-ups, and general improvement of offerings. Advisory committees should be organized to represent each occupational training area offered by the local educational agency. Minutes should be kept of advisory committee meetings and a member of the staff should be assigned to help coordinate the activities of the various committees and communicate the finds and recommendations to administrators, guidance personnel, and teaching staff. Whenever new programs or different combinations of curricula are being considered, an advisory committee should be formed to help investigate, formulate, and evaluate the feasibility of the new offerings. Because of their position as members of the business and industry community advisory committees should also utilized in the area of employment and job placement. Advisory committees can also assist in conducting community needs or occupational assessment surveys. This type of information can help the schools evaluate their instructional program.

III. GUIDANCE AND COUNSELING IN THE SAMPLE SCHOOLS

This summary of guidance and counseling services in the selected sample of Illinois high schools, area vocational centers, and community colleges includes information received both from questionnaires sent out during the study and from on-site visits made to the schools included in the survey.

Information requested has been grouped under the following major headings and is organized in that sequence in this chapter. High schools, area vocational centers, and community colleges are reported separately and in that order.

- What is the structure for offering guidance and counseling services?
- What is the role of the counseling staff in providing guidance services to special needs students?
- To what extent are guidance services available to students?
- To what extent has a comprehensive approach to developing career guidance services been formulated and put into practice?
- To what extent do schools utilize vocational testing and what criteria are used to place students in vocational programs?
- To what extent does the counseling staff provide career guidance and what other sources do students use in making career decisions?
- What is the role of the vocational counselor in providing guidance and counseling services?
- What is the relationship between counselors and college-bound students as compared with the relationship between counselors and vocational students?

A sampling of open-ended responses regarding guidance and counseling services by students, teachers and counselors, and employers and advisory committee members is to be found at the conclusion of this chapter.

HIGH SCHOOLS

A generalized profile of guidance and counseling services (modified somewhat at the smaller schools) can be constructed as follows: a guidance director* is responsible for overall administrative and coordination functions; a vocational counselor handles career guidance and placement functions; one or more guidance counselors are assigned to each class level (freshmen, sophomores, juniors, seniors);** one counselor may be designated a college counselor responsible for coordinating college placement efforts; ancillary services are provided by a school nurse and one or more educational psychologists and social workers. A counselor specifically designated to serve special needs students was found at only one school.

All schools indicate that group guidance sessions are used. Topics presented vary from school to school but most say these sessions offer career direction, personal and social adjustment counseling, and orientation for the college-bound. One school reports a special grouping for the drop-out prone, two for the disadvantaged and two for specific minority groups.

---

*One school does not have a guidance director

**At one school a student is assigned to the same counselor for all four years in an effort to provide continuity of counseling services.

It should be noted that guidance and counseling services are not the sole responsibility of the counseling staff. School administrators generally seem to encourage all faculty to engage in guidance activities, especially those services relating to career and/or college choices. Students also report that advice and assistance is frequently sought from parents, friends, and other adults including coaches, older siblings, employers and ministers when needed in the areas of personal problem solving and career decisions.

The extent of guidance staff involvement in coordinating and/or consulting functions was one of the areas of investigation of the study. A comprehensive listing of these functions is shown on Table 1 in Appendix A.***

There is little evidence of a coordinated effort on the part of the counseling staff to provide guidance services to handicapped students. At present counselors report little involvement with the handicapped. (See Table 5) All of the schools visited have Cooperative Work Training or Secondary Work Experience Programs for special needs students and, in effect, practically all personal adjustment and career guidance counseling program enrollees receive is provided by members of the work experience staff. Teacher-coordinators interviewed on-site stated that most regularly assigned guidance counselors were unable to be of much assistance to students in this special population since they had limited background and training in counseling the handicapped.

Counselors report a greater degree of involvement with students labeled disadvantaged. All guidance directors report that their counseling staff assist other school personnel in developing a drop-out prevention program, while counselors themselves state that 27 percent of their total counseling time is spent in helping low achievers and the drop-out prone.

In the schools surveyed, the average student/counselor ratio is one full time counselor to every 320 students, a ratio somewhat higher than that reported for the state as a whole. Data from guidance directors indicates that on the average 76 percent of the student body has had two or more individual conferences of at least fifteen minutes in length with a member of the guidance staff in the past year. This is corroborated by statistical information compiled from the student questionnaires. All but one of the student respondents reported knowing who their counselor was; over 90 percent stated it was easy to get an appointment with their counselor; 85 percent indicated that their counselor was the kind of person you can easily approach with problems. Nevertheless, in their open-ended responses, students expressed considerable dissatisfaction with the availability of non-routine counseling services.

On-site interviews with counselors revealed that the time reserved for individual counseling sessiong with "non-problem" students is indeed limited. Counselors are often required to devote their energies to activities such as handling discipline problems, scheduling classes, and heavy record-keeping (despite the fact that all schools report employing clerical personnel to assist the guidance staff). It is often impossible for a counselor to be available when a student wants to discuss career options, when he wants an aptitude or interest test, or when he needs help with personal problems.

***All tables referred to in this chapter can be found in Appendix A.

A hypothetical question, "If your school were to add an additional person to the guidance staff which position do you think should be filled first?" was asked of all categories of respondents. Teachers and students are in basic agreement that more vocational counselors should be added. Counselors, on the other hand, most strongly advocate the need for a counselor for special needs students. The great need for para-professional help (non-student) was repeated by counselors, coordinators, and administrators.

Career guidance has been a strong recent concept influencing the structure of high school guidance and counseling programs. Professional personnel at all of the high schools visited expressed interest in career guidance as a mechanism to assist the student in continuously evaluating and reevaluating his career plans. On the other hand, the concept is not always translated into reality, and where structures have been developed to implement career guidance, there is generally a lack of overall coordination between levels of educational institutions and personnel of separate administrative agencies. An integrated K-14 approach to career guidance is still in the developmental stage. Innovative practices such as career awareness and exploration at the elementary level, career orientation courses and group career guidance seminars for high school students, integration of occupational units into academic courses, and cooperative occupational education programs which combine related classwork with on-the-job training are in evidence at all schools visited. However, these efforts were not cohesively organized into one definitive continuing program of student services. Career guidance as a means to periodically help the student cope with constantly changing interests and capabilities relating to sound vocational choice does not exist. Guidance services often focus on helping students decide their class schedules for the next school year. The present and recurring educational choices which students must make do not have the benefit of counsel which is based on the student's past capabilities and interests. He must often construct optimum and realistic career goals for his future with very little guidance.

Guidance counselors play an important role in pre-entrance guidance of students into vocational programs with additional input coming from parents and the instructional staff. (Table 2) Evidence of student interest together with teacher and/or counselor recommendations were the major criterion effecting placement into a particular vocational program as reported by guidance directors, counselors, and teachers. (See Table 3) When asked what criteria they *would like to see used* respondents ranked aptitude scores ahead of teacher or counselor recommendations.

Utilization of vocationally oriented aptitude and interest testing is a means of providing a student insight into his capabilities and potential is still in the developmental stage. Vocational testing, including the use of interest inventories and vocational aptitude tests such as the General Aptitude Test Battery or the Armed Services Vocational Aptitude Battery, is typically administered on a selective basis to students who are undecided as to career choice or students wishing to enroll in a particular vocational program for which a quota system has been established. Two schools report routinely administering an interest inventory to all tenth grade students, while at another school juniors and seniors have an opportunity to participate (on an optional basis) in a self-awareness survey. Participants of this small group counseling seminar take a battery of occupationally oriented tests including an interest inventory, aptitude test battery, work attitude inventory and personality inventory. Widespread aptitude and interest testing becomes of greater importance as varieties of vocational offerings are expanded either in larger secondary schools or in cooperative arrangements with area vocational centers.

Counselors and students are in general agreement that counselors function mainly in a supportive role to provide career guidance. The majority of counselors do not consider career guidance related services a primary responsibility. A delineation of the respective role of teachers and counselors in providing various guidance services is shown in Table 4. The supportive role of counselors in career guidance is also reflected in the average time spent on various guidance services (See Table 7). Counseling students in regard to personal adjustment problems, counseling low achievers or potential drop-outs, guidance related to college education, and other duties such as conducting sex education classes, scheduling, report preparation and educational testing collectively consume almost 85 percent of the counselor's time. Even though educational or personal problem solving services to vocational students may be a part of this total, the time left for career guidance service is minimal.

Data from student questionnaires confirms that counselors provide only supportive career guidance service. (See Tables 8,9) Students report that they seek assistance from their counselor most often in regard to such items as interpreting and understanding standardized test results, personal adjustment counseling, course selection and planning a program of study, and help in being admitted to a post-secondary educational institution. Students regard cooperative education coordinators and vocational teachers as their prime source of information for learning about the world of work and counseling regarding on-the-job problems. Students say that vocational teachers and cooperative occupational education coordinators provide them with occupational information and job placement assistance about equal to that obtained from counselors. Part-time employment and participation in a cooperative occupational education program are listed by approximately a third of the respondents (35-36 percent) as the major influence on their choice of careers; advice of parents, individual counseling sessions with a counselor, vocational staff member, or participation in an occupational information class all run a distinct second (22-26 percent). Barely 3 percent of the students reported group counseling as major influence in tentative career choice. Nor do students consider self-guided study to be a major influence in making career decisions although a majority of students are aware of the availability (in the library or counselor's office) of collections of occupational information and data on post-secondary educational and vocational training options. However, awareness of school collections of materials on apprenticeship programs is very slight. (See Table 10 for a summary of student usage of these materials as reported by high school, area vocational center and community college respondents).

The use of the computer is another option for assisting students in making career decisions. Plans to inaugurate a computerized system of vocational guidance, beginning in the fall of 1975, are underway at one school surveyed. The proposed system is viewed by the counseling staff both as a comprehensive vocational information data bank and as a motivational device for student - "ours is a gadget oriented society", said the guidance director, "and a student will be more inclined to get needed vocational information from a computer than from searching for the information in a book." Guidance personnel at another school visited advocated the use of computer-based guidance but added that budgetary considerations made its implementation an impossibility for the forseeable future. Modifications of the computer-based system are available at extremely lower costs.

All of the schools surveyed employ a vocational counselor on a full or part time basis. Ideally, this individual should be responsible for coordinating all career guidance activities offered at the high school. In no school visited has this goal been accomplished, however. Insufficient time for such coordination functions is a major problem. Since the vocational counselor has expertise in the field of career guidance that the other counselors may lack, most career development services offered by the guidance staff are the delegated responsibility of the vocational counselor. Especially in the three schools visited with a student body of from 1300 to 2800, this is an unrealistic work load. It means that one person's time is spread thinly among a variety of functions including administration and interpretation of vocationally oriented testing, conducting group guidance sessions, and one-to-one educational, personal adjustment or vocational counseling with students whose needs cannot be met by a regular guidance counselor. In addition, the vocational counselor also typically serves as a placement coordinator responsible for any part and full-time job placement offered by the school and may also assist school administrators in conducting follow-up studies of vocational graduates.

A majority of teachers surveyed indicated that guidance counselors in their school appear to be as interested in serving vocational students as they are in serving other students and this was in general corroborated during interviews with non-vocational counselors interviewed on-site. However, both teacher and student respondents noted that frequently counselors were not as capable of providing career decision assistance as college or academic guidance. Teachers and counselors were also asked "should guidance services offered to vocational students differ from those offered to other students?" Virtually all of the counselors (93 percent) but only a third of the teachers (31 percent) responded affirmatively. Respondents were asked to elaborate on their response. In analyzing these open-ended answers it appears there is a general consensus that while the information disseminated may have to be different, the quality of service should be the same; moreover, reiterate the respondents, all students need career guidance. (See end of chapter for typical responses). Almost all counselors surveyed indicated they have had some training in the use and dissemination of occupational information and in the techniques of vocational assessment both by college credit courses and in-service training. A considerably smaller number report receiving training in job placement techniques. Respondents added that for the most part their counseling preparation was theoretical with relatively little practical experience.

All but two respondents indicated they had some experience in at least one occupational area. On-site interviews with non-vocational counselors revealed that frequently this work experience was relatively limited and typically had occured before entering the counseling profession. Only on-third of the counselors reported any non-school based counseling or placement experience. Two had had experience as a rehabilitation counselor, one as a personnel director in business/industry and two in Neighborhood Youth Corps/Manpower Training.

Knowledge of career options available to students is important if counselors are to effectively assist students. Techniques used by schools surveyed to increase such awareness on the part of the professional staff include arranging for academic counselors to accompany cooperative work training coordinators to student training stations, holding business/industry visitation programs for counselors and teachers (both academic and vocational), and sessions planned by teachers to acquaint counselors with the variety of career options available to students in a particular field.

AREA VOCATIONAL CENTERS

The student attending an area vocational center, like his high school counterpart, has three fundamental career options following graduation. He may seek full-time employment; he may enroll in a community college; or he may enter a university. The guidance and counseling that the student receives while he is enrolled in the area center is instrumental in helping him to select the career option which most suits his interests and capabilities. The guidance and counseling service is provided in the following order: (1) counselors at feeder high schools; (2) vocational instructors at the area center; and (3) guidance staff at the area center.

Contact between the guidance staffs of the feeder schools and the area vocational center takes the form of conferences to exchange information. Most counselors* at feeder high schools have not been trained in vocational counseling nor are they likely to have work experience in this area. Thus, they often find it difficult to feel at ease with the vocationally-oriented area center staff.

University-bound students are not commonly found among area center enrollees. This seems to be due, in part, to parental attitudes, but is also directly related to the inadequate lines of communication between guidance personnel at area centers and at the feeder schools. Parents may be uninformed of the options provided by the center, and may also be unaware of the ways in which area vocational center training can contribute to their child's future educational welfare.

The situation is further complicated by the use of quotas**, which are set up by both the feeder schools and the area vocational centers. The quotas set up by the area center are used so that each school will have equivalent opportunity to send students to classes that have limited enrollment capacities. Often, however, the feeder schools do not use their full quota, or impose a quota of their own that is lower than the one allowed by the area vocational center. The main reason the feeder schools impose quotas on their students is to save payment of tuition based rates for area vocational center support. Thus, the student may face a double dilemma: he is likely to be receiving inaccurate or inadequate information about the area center; and, if he should seek to attend classes at the center, he may be refused admittance because of the quota system.

---

*One area vocational center reports that only two of its fourteen feeder high schools have a vocational counselor. This proportion is not atypical.

**It should be noted that not all area centers appear to be having trouble with the quota system. In the words of the assistant director of one center, the quota system has never eliminated more than a total of ten students in any year.

In general, basic philosophical differences exist between these two categories of educational institutions. Feeder schools and area vocational centers often hold conflicting views regarding the function of an area vocational center. Some schools feel that area centers represent a threat to the existence of the vocational program already being offered at their school and also provide unnecessary duplication of vocational training. At the same time, they also feel that not enough students enroll in area center programs to make their participation cost effective. On the other hand, staff personnel from area centers feel that the center exists to serve the needs of all vocationally-oriented students from the feeder districts. They point out that the quota system imposed by the home schools and the general lack of staff communication contribute to low class enrollment. Some area vocational center administrators also feel that the structure of the Board of Control (usually composed of feeder school superintendents) inhibit the administrative autonomy of the area center.

An elaborate structure for providing counseling services does not exist at the area vocational center level. Each center has a guidance coordinator primarily responsible for working closely with counselors and staff at the participating feeder high schools, handling administrative functions (maintaining grade and attendance records on area vocational center students, conducting follow-up studies, etc.) and functioning as a resource person to students, instructors and non-school personnel. Like vocational counselors at the high school level he generally also is responsible for placement activities. The extent of the guidance coordinator's involvement with counseling students on either a group or individual basis varies considerably among the centers surveyed. One center has a guidance counselor in addition to the guidance coordinator assigned to the area vocational center.

In response to the question "what additional guidance staff person should be filled first" the position of placement coordinator was the first choice of teachers. Students and counselors gave equal weight to the addition of both a vocational counselor and a placement coordinator.

In addition to the feeder school counselors and the area center guidance coordinator and/or counselor, the vocational instructor also plays a major role in providing guidance and counseling to the students. These individuals have typically held jobs in the occupation for which they are teaching skills. This means that they can offer practical advice on matters such as job-seeking skills, working conditions, salary, etc., for jobs in their field. Also, through their industrial and business contacts, they keep-up-to-date on changes that are occurring in the field and can advise their students of the situation. For the most part, the teacher is an informal consultant who advises the student as a normal part of the day-to-day functioning of his class.

Placement of students in area vocational center programs is primarily a function of counselors at the feeder high schools, although one center does report the existence of a selection committee to help screen potential enrollees. As reported by area vocational center personnel, major criteria presently used by home school counselors for screening applicants include student interest in a particular program and teacher and counselor recommendations. School achievement, class rank score on math/reading tests and parental recommendations may also be taken into consideration. (See Table 3) When asked to list criteria they would like to see used, a majority of area vocational center respondents mentioned aptitude scores. A realistic idea of what the program is about, support and encouragement from home school and parents, and proof of prior planning and career selection such as associated course work or a part-time job in the area are also advocated.

Vocational aptitude testing is mainly a function of the home school guidance staff although area vocational center personnel in three centers report arranging for individual students and/or enrollees in a particular program to take the General Aptitude Test Battery or the Armed Services Vocational Aptitude Battery.

Given the vocational emphasis of the centers it is not surprising that guidance coordinators at the area vocational center level report more direct involvement with career guidance activities than do high school counselors. Guidance coordinators at the centers report students come to them primarily for vocational guidance. Guidance staff accept prime responsibility for such functions as vocational assessment (e.g., matching students to jobs), individual and group vocational guidance, compiling occupational information, instruction in job-seeking skills, job placement activities and conducting follow-up studies). (See Table 4)

Despite the vocational emphasis of the area vocational guidance personnel, time spent on various guidance related services is weighed heavily toward counseling emotional/personal problems and counseling low achievers and potential drop outs. Students rate individual counseling sessions with their area vocational center guidance coordinator as a major influence on career choice although like their high school counterpart they react in an entirely negative fashion to group guidance sessions. Students rely heavily on the coordinator for interpretation of standardized test results, course selection and program planning, help with personal problems, and help in being admitted to a post-secondary educational institution. Area vocational center counselors are the only group of professional guidance personnel surveyed who indicated a significant feeling for an outreach effort to return drop-outs to school. (See Table 5)

Community contacts with business and industry through on-the-job training, advisory committees, and other community centered activities are an important source of job information. Career kits, occupational resource speakers and field trips, bulletins and additional information received from local and state governmental agencies are used to inform area vocational center students of employment requirements and opportunities in various occupational fields. All the centers surveyed also have cooperative occupational education or intern programs involving on-the-job training to supplement related course work. Like their high school counterparts they rely most heavily on their cooperative occupational education coordinator or vocational instructor for learning about the world of work and assistance with on-the-job problems. (See Table 8)

COMMUNITY COLLEGES

A representative profile of the guidance and counseling structure of the community colleges can be construed as follows: a director of pupil personnel services is responsible for overall administrative and coordination functions; test administration and interpretation is typically the responsibility of a specific guidance staff member; all counselors share responsibility for providing educational and career guidance services and personal adjustment counseling; ancillary services are limited to a school nurse and in some instances a school physician on a full or part-time basis.

Data from student questionnaires indicates that most students (over 85 percent) know who their counselor is and report no difficulty in making an appointment. Whether this sampling is representative of the entire student body (including part-time students) is impossible to ascertain. Due to the large number of part-time students, accurate statistical information on the student/counselor ratio was not available to the project staff. However, the ratio may be excessive since one counselor interveiwed reported a caseload of approximately 700 regular counselees.

A major problem faced by community college counselors is helping the undecided student to determine career goals that accurately reflect his interests and abilities. All colleges report some form of group counseling sessions to explore a variety of topics impinging on career orientation and personal development. Typically these are organized on an optional, sometimes for credit, basis. Sections for such "special interest" groups as women, adult students, and the disadvantaged have been organized at some schools. One college requires all incoming students (under the age of 21) to participate in a group counseling seminar. The seminar incorporates a brief survey of the various career options available at the college with testing and group discussion designed to aid the student in evaluating his abilities and goals so that the individual can develop realistic educational plans. Only one college designated a specific counselor for special needs students, although in two other colleges, one member of the counseling staff expressed an interest in - and frequently counsels - the physically handicapped.

In many instances, the counselor's function is shared and supplemented by other resources. Three colleges make use of faculty advisors to supplement the counselor's duties in both academic and vocational areas. The advisors are utilized to assist students who have a definite set of career goals that relate to the faculty member's background and teaching specialty. The faculty advisors help a student plan a course of study and provide educational and occupational guidance in a specific occupational area. The use of faculty advisors provides the counselor with more time to devote to such activities as assisting students who are uncertain of their career goals or further developing special areas of interest.

The colleges surveyed also utilize para-professionals in the area of counseling. All but two colleges use the services of either peer counselors (e.g., advanced level students) or counselor aides. The principle behind this practice, as viewed by the colleges, is to expand services provided to students at a minimum cost. In one school visited, a counselor's aide is used to screen students requesting assistance in matters relating to guidance and counseling. If the problems cannot be handled by the aide, then an appointment is made for the student to meet with a counselor. In this way, scheduling, some guidance and counseling duties, and routine administrative functions can be accomplished, but the counselor is still left with enough time to devote to personal counseling and his own particular areas of special interest and ability.

All colleges surveyed conduct a periodic self-evaluation of guidance and counseling services. All but one report doing this on an annual basis. In a comprehensive form, as reported by one college, the system works as follows: written records are kept of trend data (e.g., number of counselees per month, length of visit, purpose of visit), and this information is integrated with other data including student input to formulate a written evaluative profile for each counselor. Objective data is thus available to assist school administrators and guidance personnel in proposing modifications of the guidance and counseling program.

In response to the question, "What additional guidance staff position should be filled first?", both teachers and students recommended the addition of a vocational counselor. Among teachers a counselor for special needs students ranked second in frequency of responses. Counselors were most in favor of the addition of another guidance counselor, rather than a specialized position (e.g., placement coordinator, vocational counselor, counselor for special needs students). Considering their typically heavy caseload this is not surprising.

Counselors and vocational instructors share prime responsibility for pre-entrance guidance of students into vocational and technical programs. (See Table 2) Typically an "open admissions" policy is in effect for most college programs. Nursing is a frequently cited exception because of stringent licensing policies of the examining board. However, student interests, aptitude scores and previous school achievement are generally taken into consideration. (See Table 3) When asked what criteria they *would like to see used* respondents gave student interest and aptitude scores virtually equal weight.

Aptitude and interest testing is available to most students at the community college level. No college reports using such testing on a systematic basis, but rather in response to a counselor's perception of individual needs. All colleges report the availability of a battery of achievement, personality, aptitude and interest tests. In the words of one respondent "We have available any instrument a staff member may want to use."

Like their high school counterparts, community college counselors function mainly in a supportive role in regard to career development activities with much of the specific occupational guidance performed by faculty advisors. Students report seeking assistance from their counselor most often in regard to interpretation of standardized test results, course selection, program planning, personal adjustment counseling and aid in being admitted to a college or university. (See Table 8) While the majority of counselors consider the offering of group vocational guidance a prime responsibility, such sessions are ranked by students below individual counseling sessions with a vocational staff member, part-time employment, and the advice of friends and even of parents as to degree of influence in choice of careers.

All counselors surveyed reported having had training in the techniques of vocational assessment and the use and dissemination of occupational information. Less than one-third, however, indicated having had coursework or in-service training in the area of job placement techniques. How was this knowledge gained through practical experience prior to entering college counseling. Out of the thirteen counselors queried only three reported having had any non-school based guidance or placement experience--all, incidentally, in the Neighborhood Youth Corps/Manpower Training field. The percentage having had some work experience in an occupational area was considerably higher with all but two respondents answering the question affirmatively.

In response to the question, "Should guidance services offered to vocational students differ from those offered to other students?", 85 percent of the counselors responded affirmatively and the remainder checked the "I do not know" column. Teachers were more ambiguous with 38 percent responding "Yes, they should differ", 38 percent, "No, they should not", and 25 percent, "I do not know". In elaborating on their responses counselors stressed the need for services to be individualized to meet the needs of all students.

STUDENT PERCEPTIONS

Student reactions to counseling and guidance were very pertinent. Former students who were interviewed were almost unanimously critical of the role their counselor played in guidance and placement and negated the value of counseling services to their progress in the school system or in subsequent employment. Many of the comments by presently enrolled students were also critical. Some examples are included since they were more pertinent and uniform than the comparable open-ended comments of counselors or teachers.

HIGH SCHOOLS

It is easy to get counseling when you want it, but when you get it, most of the time it doesn't help you at all.

They are never around when you need them. They have no regular hours. We need more counselors.

All of our counselors here are nice people and will take their time to devote to you.

The only problems I have found result in the counselors not having enough information on my particular field of endeavor. Our offices are really full of four-year college materials, but that's about all I've found.

My counselors are doing a pretty good job for me. I think maybe it's because now I care about my program and career. Last year, I didn't know or care and felt my counselor knew this and he didn't care either.

If the guidance counselors would help the students find their interests, it would help them.

The resources are there, but the people ain't.

Although I have seen my counselor in regards to having a career in woodworking, most of my help has come from my 7th and 8th grade woodshop teacher.

I feel that the guidance services in our school are very helpful. Having pamphlets available in different rooms helps one to choose colleges or other career plans. It would be great if we had a work director.

Counselors need to know more about vocational classes.

The counselors at our school do not give as much help as they might, because they are basically puppets of the administration. My own counselor will not make a change unless he gets a correct word from the "big boys" upstairs.

Guidance counselors should get closer to the students. Some of them don't even know who you are.

I think that we have a good counseling program. The kids can go in to see their counselor on their own free time.

Counselors here seem to care and are helpful!

Our whole school scheduling policy is a bunch of bull. Getting a class changed is like trying to become president.

AREA VOCATIONAL CENTERS

I wish we were allowed a specific amount of time each month to talk to our guidance counselor.

COMMUNITY COLLEGES

Speaking for myself, I need more help, and I don't know who to ask.

The guidance services seem to me too far removed from the action.

Counselors really do not make themselves available to the student and don't show interest.

I like to feel as if I am representative of my classmates in many ways, but I surely hope they are better aware of available counseling services than I am.

The guidance is very helpful and helps you by talking problems over with you. This kind of guidance service is a great asset.

The counseling in a vo-tech program leaves a lot to be desired because the counselors really don't know about the programs.

TEACHER AND COUNSELOR PERCEPTIONS

The following are representative comments made by teachers and counselors in response to the question "Should guidance services for vocational students differ from those offered to other students?"

TEACHERS

All students should have equal counseling for their interest and ability areas. A counseling service should help each student select the best courses and training available for his abilities and interests.

Vocational students should be advised as to how they can combine both vocational and academic activities so that they can further their education (college) at a later date.

All students need career counseling. Attending college is not to be construed as an end in itself, but rather as a longer-term career education program.

Vocational students need direction immediately since they will be making a job decision before leaving school. College bound students have more time for find decisions.

Vocational students have needs that differ from college oriented guidance services. Most counselors know nothing of the "real" world as they have had nothing but education from K-18.

The student's goals are different so that at least in terms of particulars that which is offered vocational students should be different than that offered transfer students.

Whether a student will enter his vocation after one year or four years of post-high school training does not change his needs for information and guidance, only what information he needs.

COUNSELORS

The guidance service should be comprehensive and every student should have access to any or all information and services available.

I feel both (academic and career counselors) required knowledge of and experience in the world of work, other than in teaching or counseling.

Helping services which identify a student as "vocational" or "transfer" or anything else tend to limit the information available to the student, and ignore the fact that he may change his life plan many times over a period of years.

IV. PLACEMENT AND FOLLOW-UP IN THE SAMPLE SCHOOLS.

This survey of placement and follow-up services includes information and material from questionnaires sent out during the study and the on-site visitations made to the schools included in the survey. This part of the study focuses on three of the seven main sets of questions that were listed by the Advisory Council as questions to be answered. The first set of questions referred to placement services: "What placement services exist; who provides the service; what are the qualifications for the position; what placement assistance is received from the community?" Most of the questions asked on this phase of the study were sent to the person in charge of student placement, but some questions were also included in counselor, teacher, and student questionnaires. One example of one of these questions is the one concerning the data received by school personnel on Employment and Training Opportunities.

The information received by teachers and counselors concerning employment opportunities, job requirements, vocational training opportunities and similar subjects was rated by the teachers and counselors as to adequacy, clarity, up-to-dateness, and if they regularly receive such information. In answer to the question of whether they regularly receive such information 60 percent of the teachers and 81 percent of the counselors said yes. When they were asked to rate the information on a scale of 1-5 the mean of the teachers was 2.3 while the mean of the counselors was 2.5. The mean for clarity was the same for teachers and counselors, 2.0. In rating the information for up-to-dateness, teachers had a 1.8 mean, while counselor's had a mean of 2.1. Although this information is from teachers and counselors in area vocational centers, high schools, and community colleges there was very little difference in the reported results from one type of institution to another. Sixty-eight teachers and thirty-one counselors responded to the question. (See Table 6)

After the information was received on the pre-visit questionnaires, arrangements were made to visit each of the sample schools. The purpose of these on-site visitations was to obtain any information that was not included in the written survey instruments. In each of the schools visited, the staff met with the principal or another administrator of the school and made arrangements to talk with administrators, counselors, teachers, students, citizen advisory committee members, and other persons aware of the school's activities. Telephone calls were first made and all visits were conducted during the month of May.

In the area of follow-up the Advisory Council wanted answers to the following questions: "How is a student's progress 'followed-up'; who does the follow-up and for how long; how does the information derived from the follow-up influence the courses and programs offered in school?" To find answers to these questions there were eight questions asked of the person most responsible for follow-up in each high school and these questions were included in the questionnaire of placement and follow-up services. In addition the counselors and teachers were asked questions about follow-up surveys and what assistance was provided by citizens advisory committees.

HIGH SCHOOLS

In order to get a better idea of the composition of the study body of the schools reporting,one question concerning curricula and a question concerning post-high school were asked. In the first question, schools were asked the percentage of the student body enrolled in vocational, general, or college preparatory curricula. Some schools indicated number of classes and some did not respond; however, 32 percent of the students were reported as enrolled in a vocational program with a range of 30-35 percent. In the general category, 23 percent of the students were enrolled with a range from 10-30 percent. The college preparatory category contained 45 percent of the students with a range from 40-55 percent.

In a question concerning post graduate activities of students, schools were asked to estimate the percentage of the current graduating class that will be in various categories after graduation. The category with the highest average estimate was college at 41 percent with a range of 20-60 percent. The second category was full-time employment at 39 percent with a range of 10-45 percent. Vocational-Technical training received 13 percent with 1-30 percent range. The remaining 17 percent was divided in the following manner: part-time employment 7 percent, unemployed...seeking work 5 percent, not employed...not seeking work 2 percent, and military service 3 percent.

In response to a question of whether the school offers job placement services to its students all six schools answered yes. Four of the six schools also indicated they have a centralized placement service. These four services were all started on different dates; 1964, 1967, 1970, and 1972, but they were started by vocational or career guidance counselors who kept files and coordinated jobs to relate with student interest and ability. All six of the high schools used conferences to inform vocational teachers and counselors of the school's job placement services; two of these schools also used printed brochures for this purpose and one school said other methods, but did not elaborate. Three of the high schools indicated they used conferences to inform students of the school's placement services, three schools also indicated they used printed brochures, while one school honestly indicated they actually made no provision to inform students of the placement services. Of the incomplete figures received on the survey instrument a composite of the four schools that did include information indicated that less than 10 percent of the graduates in 1973-74 were placed in full time jobs. Four of the high schools indicated that they had a placement director or a person designated as placement director while two said they did not. Of the four schools who stated that a person was designated as placement director two said they had office or clerical help, and one of the two had a placement aide.

In determining who among the staff is responsible for placement services a work experience coordinator or guidance counselor was selected most often; the teacher category received a moderate number of responses with the placement director marked the fewest number of times. Probably the reason placement director was not marked for as many duties is because it almost always is a position coupled with other duties. The placement director was seen as least likely to train students for job seeking, which most respondents thought should be the responsibility of teachers and work experience coordinators, and maintaining letters of recommendation on file, which was selected most often as a responsibility of the guidance counselor. The following services were most often selected as being the responsibility of the work experience coordinator or guidance coordinator with minimal responsibility designated to the teacher: job opportunity information, maintaining files of full time job opportunites, procedures for matching students with jobs, arranging job interviews, establishing contacts with potential employers, job adjustment counseling and maintaining files of part time job opportunites. Guidance counselors were designated as the persons most responsible for scheduling employers to conduct interviews on campus, and establishing close working relationship with community employment agencies. Work experience coordinators were considered to be the persons most responsible for procedures for selective placement of the handicapped and disadvantaged and job adjustment counseling while training students for job seeking was considered as the main responsibility of teachers and work experience coordinators.

All of the high schools said they used the services of existing employment agencies in the community. All six of the schools also indicated that they regularly used the services of the Illinois State Employment Services (ISES) to find employment for students and five of the schools indicated they used the Division of Vocational Rehabilitation. The other agencies selected by the schools in order of occurrence are:

Neighborhood Youth Corps - 4
Comprehensive Employment Training Act - 2
Private employment agency - 1.

On a question that listed the liaison activities between the school and employment agencies the schools indicated that the following activities were used on a regular basis:

Activity	Number of Schools
Informing students of services available through employment agencies	6
Inviting agency personnel to visit school and talk to students as a resource speaker	5
Arranging for students to take the GATB or other agency tests	4
Designating a staff member as liaison agent to employment agencies	3
Referring students to an outside employment agency	3
Taking students on tours to agencies	1
Using an agency staff member as an "in-school" representative.	1

The high schools uniformly lack a formal placement structure. Though some components of placement are present, there is no systematic, comprehensive approach to the placing of graduates into full-time or part-time work situations. No high school studied employs an individual whose sole or primary function is placement. The usual approach to placement is to assign placement activities assigned within his sphere of responsibility. Such activities include: putting up notices about part-time jobs on the school bulletin board; preparing an annual letter to the Chamber of Commerce requesting assistance in finding jobs for students; referring students to the local state Employment Services or to civil service organizations; and sponsoring informational sessions in which employers come to the school to talk about their firms. However, the extent of involvement in placement is usually left to the counselor's preference, any placement efforts are generally disparate activities planned with short-term goals in mind.

The reasons for this absence of effective placement seem to arise from two basic factors. Implicit in the actions of some schools is the philosophy that placing graduates into full-time employment should not be a function of the public high schools. This sentiment was openly stated by one counselor interviewed and is implied by the lack of interest and coordinated placement effort at some schools. Another factor is that training in placement techniques and concepts is largely unavailable. One potential resource for placement training is the Illinois State Employment Service, which may hire counselors in the summer months. This resource is not always available or of interest to counselors. Furthermore, recent cut-backs in budget to the Illinois State Employment Service will tend to reduce rather than expand their services.

Thus, placement in high schools is faced with a manifold dilemma: first, placement directors are nonexistant; second, if placement is supported by the school system, it is usually not viewed as a primary obligation; and, finally, whatever placement is done falls to one of the counselors who is likely to be ill-equipped with educational and work experience skills needed to handle the job.

Placement is often done by vocational instructors, but this is always on an informal basis. Most vocational instructors have had jobs in business or industry, and may direct a student with interests in a special area to local businessmen who are likely to have openings in that area. Sometimes businessmen initiate contact with the instructor, requesting that he suggest some possible candidates for a job position that is open. The vocational instructors may share some of the placement information that they obtain in this manner with the counseling staff (and visa versa), but this teacher-counselor contact, where it exists, is completely unstructured.

The most active and organized approach to placement in the high school is taken by cooperative occupational teacher/coordinators. In the schools studied, cooperative occupational teacher/coordinators had high rates of placement for their students (usually 100 percent) and considered placement to be an integral part of their job responsibility. This very effective service is provided only to cooperative occupational students.

When the person in charge of placement was asked,"Does your school conduct regular follow-up studies of students?", five of the six persons representing the six schools said yes. When fourteen of the counselors from the same schools responded to the same question thirteen said yes and one responded by saying he did not know. When the counselors were asked their role in conducting the follow-up surveys, one stated he gave prime direction to conducting the survey, five stated they assisted in this activity and six responded that they assumed no role in conducting follow-up surveys.

When asked about the time intervals of follow-up studies the five schools that stated they conducted follow-up surveys said they all conducted studies at the end of a one year time period, two of the schools conducted studies at the end of three years, and four schools conducted a five year follow-up study. Four of the five schools indicated that they survey for all graduates and all five surveyed graduates of vocational programs. Two of the schools also indicated that they surveyed school dropouts, and one said that they had a follow-up for married students.

In four of the schools the guidance counselor was involved in conducting surveys in one school he had the assistance of a placement director and in another the guidance counselor had teacher assistance. In one school a special administrator designated as the Personal and Public Service Coordinator conducted the surveys. Three of the schools indicated they used support staff to assist in follow-up studies. Clerical aides, follow-up aides, or registered counselors were designated as supporting staff.

When the schools were asked to indicate the results of their most recent survey the average percentage was reported by five of the high schools. These five averages were then averaged and the composite is indicated in the following categories. In the additional training/education category the schools indicated that 36 percent continued their education. Sixteen and one half percent were employed in a field for which they were trained and 19 percent were employed in a related field while 10½ percent were employed in an unrelated field. Eight and one half percent were reportedly unemployed and seeking work, 1½ percent not employed and not seeking work, 2½ percent were in military service, 4 percent married (Homemaker), and 1½ percent were indicated as unknown.

In the schools that conducted follow-up surveys the guidance staff and administrative personnel received the data results, and in four schools the data was also made available to the faculty. Three schools made the information available to advisory committees, two schools made this information available to business and industrial groups, and one school asked P.T.A. and/or parent groups to react to the information. In none of the schools surveyed was this information made available to the student council and/or other students.

Four of the schools indicated that they conducted periodic community surveys to determine the availability and variety of job opportunities for graduates of specific vocational programs. The surveys were conducted by a variety of persons and groups including a career advisory board, the Cooperative Vocational Education Coordinators, the guidance department, and in one school by the vocational teaching personnel.

In determining how informal/formal feedback information received from employers and/or training/educational programs was used, all six of the schools indicated the information was used to evaluate the effectiveness of the instructional program and to evaluate the effectiveness of the school's counseling and placement services. The following uses of the information were marked four times: a basis for modification of the curriculum, evaluate the effectiveness of the cooperative education program, determine additional educational programs needed. The use of the information to show employment trends and job mobility was also selected by three of the schools.

The assistance provided by Citizens Advisory Committees was a survey question that was responded to by the guidance counselors. All five respondees agreed that advisory committees provided some assistance on an irregular basis by procuring resource speakers and field trip sites. Articulation with other community agencies was indicated as the area where the schools received the most assistance. Four of the respondents indicated no assistance was provided for follow-up studies of graduates and drop outs. Job placement, developing and updating placement objectives, and periodic self-evaluation of the placement program were areas where the respondents indicated they received little assistance.

Information and findings from the on-site visits reinforced information obtained from the pre-visit surveys. One school reported they were not conducting follow-up surveys and at the on-site visit it was learned that the school had previously conducted surveys, but they were discontinued as an economy measure. The other schools were conducting follow-up surveys yearly and some were also conducting three and five year surveys.

One of the schools visited had a very low follow-up rate for non-vocational students while the vocational student follow-up was approximately four times as high. It was learned that the counselor in charge of the non-vocational student follow-up used a mail out questionnaire, while the vocational counselor used the telephone to conduct his follow-up survey. In another school, the guidance director stated the response rate was almost 100 percent, in the same school, the vocational counselor indicated that because of union policy restrictions regarding hiring, the one year responses were inaccurate and the five year response level was so low that the results were statistically invalid. On the pre-visit survey most schools indicated they used follow-up results to influence curriculum planning; however, in the on-site visits there was little evidence of the follow-up results being used for this purpose.

Although schools reported community needs surveys were conducted on a regular basis they were actually conducted on an irregular basis and most had not been updated. In one school where a community needs survey had been conducted the teaching and counseling staff had made curriculum changes without referring to the survey and did not seem to be aware of its existance.

AREA VOCATIONAL CENTERS

Since only four area vocational centers were selected for inclusion in this study, the information obtained is limited, however, it has been compared to information obtained from a comprehensive study conducted by Robert L. Stark titled Placement and Follow-Up Services in Illinois Schools and found to be quite representative.

To find out what placement services exist, five survey questions were asked of the personnel in the area vocational centers and other questions were asked during the on-site visits. All four centers responded positively to the question of whether the school offered any job placement services to its students. When they were asked what type of placement services were provided the responses became more diverse. One school indicated that few services were provided but indicated that they worked very close with the state employment offices, and that the majority of their graduates were placed. A second area center indicated that placement was a cooperative effort between the occupational education staff and the person designated as the guidance coordinator. The other two schools both indicated that teachers place their own students, that services are provided by guidance personnel, cooperative education staff, school placement programs, outside employment agency, and a special education placement coordinator.

Three schools said they had a centralized placement service. Three of the four indicated conferences were used to inform vocational teachers, counselors, and students about job placement services. Printed brochures and other methods were reported.

Half the area vocational centers said they had a placement director. The two that indicated positively to the question also indicated they had clerical aid. One of the two that said they did not have a placement director indicated teachers, guidance staff, cooperative education staff, and outside employment agencies provided the service. The other school indicated few services were provided. Qualifications for the position were indicated as merely a desire on the part of the individual to initiate the service.

Respondents were asked to indicate which of the persons on their staff was responsible for different placement services. The persons named were placement director, work experience coordinator, guidance counselor, teacher, and other. One of the centers indicated that the placement and counseling activities were handled by one person, who was officially designated as guidance coordinator. This school marked both offices as responsible for the same services, because it was one person. One of the other schools marked responses in the other category and labeled it guidance coordinator. Part of this confusion over titles probably results from the fact that guidance coordinator is the term used by the Division of Vocational and Technical Education to designate the guidance personnel at the centers and some of these coordinators are not counselors as classified by Illinois Office of Education Standards. Since the schools surveyed did not have a person designated as full time placement director and because of the confusion over job titles some information received was difficult to interpret. Job opportunity information, maintaining files of part time and summer employment, scheduling employers to conduct interviews on campus, procedures for matching students with jobs, arranging job interviews and establishing close working relationships with community employment agencies was most often designated as the responsibility of the guidance counselor or coordinator. Work experience coordinators and vocational teachers were not mentioned as often but were included by 50 percent of the schools contacted on all items except scheduling employers to conduct interviews on campus. Teachers were mentioned by most of the schools as responsible for training students for job seeking, and establishing contacts with potential employers. The person designated as the placement director was usually a guidance coordinator or counselor.

In the schools visited, lists of jobs were often posted and general information concerning jobs was also available. Size of the area vocational center did not seem to affect the percentage of students placed and the record of placement by area vocational centers was quite good. Summer and part time jobs were phoned in to the centers for listing and one center maintained a classified ad in local papers stating that conscientious trained students were available for part time and summer work. Some schools tried to place students in affiliated jobs when they were filling part time jobs, whereas other schools used a need priority or *first come first serve* basis.

Placement services in area vocational centers seem to be well coordinated if the person in charge of placement has an understanding of the needs of business and industry. A counselor working at one of the centers was not industrially oriented and made little attempt to contact industry. Teachers usually had considerable input into the placement of students, and if the counselor did not have an employment oriented background the input was much greater. Several cases were found where placement by the area vocational center was credited to the home school, to help insure continued good relationships.

The placement assistance received from the community and given by the advisory committees was surveyed. Counselors were asked to indicate if *no assistance; some assistance, but not on a regular basis;* or *assistance on a regular basis was provided.* All persons answering the questions indicated that procuring resource speakers/field trip sites, and job placement where areas where some assistance was provided but not on a regular basis. Some indication was received that community occupational needs assessment, articulation with other community agencies, periodic self evaluation of placement program, and assisting school staff with career development activities were also areas where assistance was received. No one indicated that citizens advisory committees offered assistance on a continuing basis.

All the area vocational centers used the services of existing employment agencies in the community. The four area centers all used the Illinois State Employment Service to find student employment, three used CETA and the Division of Vocational Rehabilitation, one used the Neighborhood Youth Corps, and one used the Chamber of Commerce. Personnel from the area centers also indicated the following liaison activities between the school and community employment agencies: arranging for students to take the GATB or other agency tests, informing students of services available through employment agencies, designating a staff member as liaison agent to the employment agencies, inviting agency personnel to visit school as resource speakers, taking groups of students on tours to agencies, and using an agency staff member as an "in-school" representative.

Advisory Committee members are often employers and are selected not only because of the advice they can give on program implementation, but also on the help they can give in placing students.

Most of the area vocational centers reportedly had a career day, where industry and business was invited in and special interviews and talks were conducted. Students were also sent to Illinois State Employment Service for registration and job interviews. In all the centers visited, industry representatives were invited in to talk to students and to interview them for job positions. Many employers often call area vocational centers and ask for recommendations for specific job openings.

All centers take students on special industry field trips and give them special time off to go for job interviews. At least two schools had special intern programs where students went out into industry or business during a part of the school term. In addition to the intern program, the majority of them offer cooperative education programs.

All four of the area vocational centers conduct regular follow-up studies of students. In one school the teachers and administrator have some input into conducting the follow-up study. In all four of the schools it was indicated that clerical aides were available for assistance.

All schools conduct follow-up studies the first year after graduation. Three schools indicated they conducted follow-up studies three years after graduation and two schools said they conducted a follow-up study five years after graduation. They were asked to report results of the most recent follow-up survey. A summary of results show that 34 percent were employed in the field for which they were trained, and an additional 12 percent were employed in a related field. The number of students employed in an un-related field was 25 percent, and the number going on to additional training or education was indicated as 14½ percent. The five remaining categories were: married (Homemaker) 5½ percent; unemployed...seeking work 4½ percent; non-employed...not seeking work 2½ percent; military service 1½ percent; other ½ percent.

All four of the schools stated that follow-up data was turned over to administrative personnel for their reaction. The following groups were reported as receiving the information: advisory committees, faculty, and guidance staff. Two of the schools stated the information was sent to employment agencies, but none of the schools indicated that the information was sent to PTA and/or parent groups, business and industrial groups, or student council and/or other students. All four area centers indicated that the feed back information served as a basis for modification of the curriculum. Three schools stated it was used to evaluate the effectiveness of the school's counseling and placement services and three schools indicated it was used to determine need for additional education programs. Two of the schools used it to evaluate the effectiveness of the instructional program, one school used it to evaluate the effectiveness of the cooperative education program, and two schools said they used the feedback to show employment trends and job mobility.

During the on-site visits it was found that two of the schools had a well established follow-up system that had been in operation for several years. Each graduate was sent a questionnaire which he was asked to return. Of the students who did not answer, many were contacted by telephone or personal contact. In making these contacts, instructors were often asked to assist by contacting their former students. One of the area vocational centers had just begun their first follow-up survey, and although 90 percent of their information was already in, they did not have their study reproduced for distribution. Another area vocational center was undergoing a reorganization and a formal follow-up was not planned until the 1975-76 school year - and then a one and five year follow-up of students will be conducted annually.

In addition to the formal follow-up studies in operation or being planned, there was also evidence of informal follow-up being conducted through Advisory Committee members and area employers. At each center, Advisory Committee members and employers were contacted by visitation team members and it was found that much follow-up information on students, courses, and suggestions were forwarded to the school through these individuals. Some Advisory Committee members also participate in special assessment sessions and round table discussions where suggestions for adding, changing, or discontinuing programs and courses are discussed.

COMMUNITY COLLEGES

From the sample of community colleges surveyed, the placement and follow-up services appeared to be more extensive than similar services in either high schools or area vocational centers. On the pre-visit survey, respondents indicated that the same percentage of students were enrolled in vocational curricula as were enrolled in the transfer program. The percentage enrolled in each of these curricula was 42 percent: 16 percent were enrolled in a general curricula. When the schools were asked to estimate the percentage of their graduating class that would enter various categories on graduation, four of the schools responded and the results of their responses were as follows:

Full time employment	50 %
College	35
Part-time Employment	4
Unemployed--Seeking Work	4
Not Employed--Not Seeking Work	4
Vocational-Technical Training	1.5
Military Service	1.5

All six of the schools indicated they offered job placement services and that they had a centralized placement service. Two colleges started their services in 1970, one in 1971, one in 1972, one in 1974, and one school did not indicate when the service was started. Although all schools provided placement services through a school-based placement program, additional types of placement services were also selected. Half of the schools indicated that teachers also placed students, and that placement services were provided by guidance personnel. Two of the schools also indicated services were provided by the cooperative education staff, and outside employment agencies were also used by two of the schools.

One of the questions referred to the provisions used to inform teachers, counselors, and students of the school's job placement services. The selection options were conferences, brochures, and other methods. All of these choices were selected approximately four times for each group and there seemed to be no notable differences.

In the area of job placements there were no accurate figures available because placement services were being shared by several people and the placement office lacked feedback on students once they were placed. Five colleges indicated that one or more specific persons were designated as a placement director, but during the on-site visits it was found that one of these worked only with CETA placements. All five were full time personnel, and they all had the services of support staff in the form of clerical aides and some student help.

All of the colleges surveyed used the services of existing employment agencies in the following order:

Illinois State Employment Service	5
Comprehensive Employment Training Act	3
Division of Vocational Rehabilitation	3
Neighborhood Youth Corps	2
Developmental Services Center	1

When colleges were asked to indicate the liaison activities they used on a regular basis the number of responses and the percentage of responses were generally much less than responses from secondary schools. Informing students of employment agency services, inviting agency personnel to visit school and talk to students, and designating a staff member as a liaison agent all received responses from the majority of schools. Taking groups of students on tours to agencies and use of an agency staff member as an "in-school" representative received no responses.

In the area of placement services offered by the schools the community college received five and six responses for placement director for each service, which was considerably higher than the secondary schools. Teachers received several responses in the areas of job opportunity information, establishing a close relationship with employment agencies, and procedures for selective placement of the handicapped/disadvantaged. The only other item that received several responses was the work experience coordinator for coordinating placement leads obtained through cooperative work-study programs.

At the community college on-site visits researchers found that schools had placement directors and facilities, but that all placement services did not occur through the directors and their offices. One of the placement directors indicated he sat in on many advisory committee meetings, staff meetings, and meetings of personnel directors to keep up on what was going on and to build rapport with different groups involved in the placement process. The placement directors in the community colleges encouraged students to register with them, file credentials with them, and keep in contact with them concerning employment contacts, but they still only came in contact with a portion of the student body and received only part of the job opportunities available. Teachers and department heads were frequently contacted by employers and asked to recommend students for positions as they became available or to recommend any student they felt would be especially good. The results of some of these placements were relayed to placement directors, but often this information was not relayed.

Another source of employment that did not usually go through the placement director's office were placements made through advisory committee members. Advisory committee members were usually chosen not only for their knowledge of the field, but because of their familiarity with employment opportunities in the field. They served in a consultative role, and also were prospective employers or knew prospective employers and acted as their agents. In addition, advisory committee members sometimes became part-time instructors or recommended part-time instructors. This enabled the employer to know the students and their capabilities better and to be able to select potential employees through a very direct process.

Five of the community colleges indicated they conducted regular follow-up studies of students, but the sixth college did not respond to this section. Categories of the student body receiving the greatest number of responses were graduates of vocational programs and drop-outs, while the category of students attending college received the smallest number of responses. Follow-up studies, usually conducted by an administrator or the placement director, were conducted at several different time intervals by different schools, however two-thirds of the respondents selected the one year period as a time interval for conducting follow-up studies. All of the colleges responding to this question indicated that clerical aides were available to assist with the surveys.

One question asked of the respondents concerned the results of their most recent survey. The information received was so fragmentary that results could not be determined. Some schools sent in results for just their vocational students; some merely had figures showing the number employed and did not differentiate between employment in the area trained, a related field, or an unrelated field; and in most cases, only individuals whose placement was conducted through the placement office were listed. Quite often information concerning students and their jobs was not available in the placement office. There appeared to be many students who have jobs promised, who have jobs, who are being placed by teachers or department heads, or who find employment in some other way. The follow-up data that is available is made available to the guidance staff, administrative personnel, faculty, and in most instances, to advisory committee members. Information was not sent to student council or other students, business or industrial groups, or employment agencies.

When colleges were asked if periodic community surveys were conducted to determine the availability of job opportunities, two schools answered yes, and four said no. However, in response to a question concerning feedback information from employers and/or training programs, the schools generally indicated the information was used as a basis for curriculum modification and to evaluate the effectiveness of the instructional, counseling, and placement programs. All schools indicated this type of information was used to show employment trends.

During the on-site visits it was found that schools had follow-up information and that each school was conducting follow-up surveys. Without these surveys much of the placement information would be unavailable, but even this information was incomplete, because only a percentage of the students responded. Community needs surveys are not conducted in most of the schools visited, but informal information is received by the community colleges. Many of the vocational programs have an intern component built in which supplies information; there are cooperative programs which give input; business often sends employees in to take special classes or asked the school to conduct training programs at the plant; and much information is supplied by advisory committees. All of these sources tend to keep the school informed of community needs.

In most schools visited it was found that the employment rate of graduates was quite high and even dropouts are readily hired, because they have the initiative to try to better themselves and employers find they use initiative on the job. As long as there is a demand in industry for technicians, the present system will probably continue to be adequate, but as the need for technicians decreases the schools will probably need to take a more active role in follow-up and school-community relations.

V. COUNSELOR-STUDENT RATIOS

Data was accumulated for the current school year of 1974-75 which indicates a counselor-ratio at the secondary level of 1:286.6* This ratio was developed from the Department of Pupil Services, Illinois Office of Education** A considerable supplement to the counseling function is known to accrue from classroom teachers. This is neither measurable nor generally formally reported as guidance effort which is offered by listed personnel. Guidance is also offered (perhaps informally) by administrators of guidance programs, deans of students, school administrators, librarians, and other supporting staff. Additional counseling service is provided to secondary level students by personnel of area vocational centers. The ratio of guidance coordinators to students is approximately 1:650 in the area centers. However, this is added to the counseling available to the secondary students enrolled in area centers since the *"actual counseling of students is supposed to be done by the counselors at the feeder schools,"* according to DVTE personnel.

---

*1974-75 - Total Enrollment by grade:

	Boys	Girls	
9	99,821	95,929	
10	95,528	93,076	
11	85,564	82,763	
12	74,409	73,137	
Sub-Total:			700,228
Plus Special Education:	10,086	6,109	
Secondary:	2,284	459	
Post-Graduate:	4,468	458	
Grand Total:			724,096

Source: Research and Statistics
Illinois Office of Education

**1974-75 - Total Number of Counselors:

Secondary - Full-time:	2,502.00
Secondary - Part-time	24.52 FTE

Source: Department of Pupil Personnel Services
Illinois Office of Education

Table 1- Number of Schools Where Guidance Staff are Involved in Coordinating and/or Consultation Functions.

Coordinating and/or Consultation Functions.	High Schools				Area Vocational Center			
	(1)	(2)	(3)	N.R.	(1)	(2)	(3)	N.R.
Arranging for referrals of students to other school services.	0	1	4	0	1	1	1	0
Arranging for referrals of students to community agencies or services	0	1	4	0	0	2	1	0
Assisting other school personnel in developing a drop-out prevention program	0	2	3	0	0	1	2	0
Assisting other school personnel in identifying handicapped, disadvantaged students	1	2	1	1	2	1	0	0
Assisting cooperative education program personnel in coordinating job counseling and placement functions	0	3	2	0	0	3	0	0
Assisting elementary and/or junior high school instructional staff in promoting career development activities	1	3	1	0	0	3	0	0
Developing in-service training program(s) for teacher-counselors, peer counselors, counselor aides	1	4	0	0	1	2	0	0
Suggesting curriculum changes on the basis of informal/formal feedback received from comments of student/staff, follow-up studies of graduates/drop-outs, in-put from parents/citizens/employers/post-secondary educational institutions	0	2	3	0	0	3	0	0

(1) No assistance provided
(2) Some assistance provided but not on a regular basis.
(3) Assistance provided on a regular basis
N.R. - No Role

TOTAL NUMBER OF SCHOOLS: High
Area
Comm

*This number includes one school which indicated that the question was Not Applicable.

of Schools Where Guidance Staff are Involved
Coordinating and/or Consultation Functions.

n	High Schools				Area Vocational Center				Community Colleges			
	(1)	(2)	(3)	N.R.	(1)	(2)	(3)	N.R.	(1)	(2)	(3)	N.R.
s to . . .	0	1	4	0	1	1	1	0	0	0	6	0
s to . . .	0	1	4	0	0	2	1	0	0	0	6	0
n rogram	0	2	3	0	0	1	2	0	0	1	5	0
n aged . . .	1	2	1	1	2	1	0	0	0	3	2	0
ogram seling . . .	0	3	2	0	0	3	0	0	0	4	1	1
high pting . . .	1	3	1	0	0	3	0	0	2	1	0	3*
gram(s) elors, . . .	1	4	0	0	1	2	0	0	1	2	3	0
he tes/ izens/ al . . .	0	2	3	0	0	3	0	0	0	2	4	0

TOTAL NUMBER OF SCHOOLS:
High Schools - 5
Area Vocational Centers - 3
Community Colleges - 6

ot on a regular basis.
ar basis

hich indicated that the question was Not Applicable.

Table 2-What Role do Each of the Following Individuals Assume in the Pre-entrance Guidance of students Into Vocational Programs In the Opinions of the Guidance Coordinator, Counselors, and Teachers.

	% of Coordinators			N-5	% of Counselors			N-14	% of Teachers			N-27
HIGH SCHOOLS	Prime Direct'n	Assists	No Role	N.R.	Prime Direct'n	Assists	No Role	N.R.	Prime Direct'n	Assists	No Role	N.R.
Guidance Counselors	40	60	0	0	57	43	0	0	22	74	0	0
Placement Directors	20	40	0	20	57	21	7	14	11	19	7	41
Vocational Teachers	20	80	0	0	57	43	0	0	26	56	11	7
Academic Teachers	0	60	40	0	0	29	64	7	0	44	52	4
Parents	20	80	0	0	21	57	14	7	7	59	11	22
Other	0	0	0	100	0	0	0	100	4	7	0	89
AREA VOCATIONAL CENTERS				N-3				N-5				N-18
Guidance Counselors	66	33	0	0	60	20	0	20	61	39	0	0
Placement Directors	0	66	33	0	20	20	2	40	50	17	17	17
Vocational Teachers	0	100	0	0	0	20	60	20	22	56	22	0
Academic Teachers	0	100	0	0	0	20	60	20	11	39	50	0
Parents	0	66	0	33	20	60	0	20	17	61	22	0
Other	0	0	0	100	0	20	20	60	0	6	6	89
COMMUNITY COLLEGES				N-6				N-13				N-24
Guidance Counselors	100	0	0	0	73	27	0	0	39	18	13	0
Placement Directors	0	83	17	0	0	27	45	27	9	17	43	30
Vocational Teachers	50	50	0	0	9	91	0	0	48	39	0	13
Academic Teachers	0	83	0	17	9	55	27	9	0	52	35	13
Parents	17	67	33	0	9	36	18	36	30	43	9	17
Other	17	17	0	50	0	0	0	100	4	9	0	87

Table 3-CRITERIA USED IN THE ADMISSION OF STUDENTS INTO VOCATIONAL PROGRAMS RANKED IN ORDER OF IMPORTANCE.

Vocational Program Admission Criteria	Area Vocational Ctrs			High Schools			Community Colleges		
	Teacher	Coordinator	Counselor	Teacher	Coordinator	Counselor	Teacher	Coordinator	Counselor
Student Interests	1	1	1	1	1	1	1	1	1
Aptitude Scores	6	0	6	7	5	4	3	2	2
School Achievement	5	4	5	4	3	5	2	3	2
Intelligence Scores	7	0	7	6	7	7	6	7	7
Teacher's Recommendations	3	3	4	3	4	3	5	4	5
Counselor's Recommendations	2	2	2	2	2	2	4	5	4
Parent's Recommendations	4	4	3	5	6	6	7	6	6
Other	8	0	0	8	0	8	0	0	8

A rank of 0 indicates that the school does not use that Criteria.

OTHER: Area Vocational Center Teacher - Selection Committee Suggestion
High School Teacher - Class rank score on math/reading tests
High School Counselor - Attendence Records
Community College Counselor - No criteria used/Open Admissions

Table 4-What Role Does the Teacher and Counselor Assume in Each of the Following School-Related Services
Percent answering to Prime, Some, or No/Minimal Responsibility.

	HIGH SCHOOLS						AREA VOCATIONAL CENTERS						CO	
	Teachers, N-27			Counselors, N-14			Teachers, N-18			Counselors, N-5			Teachers,	
	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)
Course Selection	35	42	23	77	23	0	18	47	35	25	50	25	52	36
Study Skills Counseling . . .	18	64	18	46	38	15	16	58	26	0	67	33	25	50
Personal and Social Adjustment Counseling	28	44	28	71	29	0	18	76	6	20	40	40	4	63
Vocational Assessment (Matching Students to Jobs)	58	17	25	23	46	31	35	53	12	80	20	0	33	29
Vocational Guidance (Individual)	38	46	17	46	31	23	22	72	6	60	40	0	38	50
Vocational Guidance (Group) .	33	46	21	23	62	15	22	67	11	80	20	0	26	26
Parent Conferences (Regarding Student's Career Decisions) .	23	32	45	29	57	14	11	33	56	0	75	25	4	22
Guidance Related to College Education	0	57	43	62	31	7	0	67	33	25	25	50	38	48
Guidance Related to Other Post-High School Educational/ Training	12½	75	12½	46	54	0	0	83	17	40	60	0	33	29
Compiling Occupational Information	42	31	27	31	38	31	24	47	29	100	0	0	21	42
Compiling Educational Information	12	48	40	54	31	15	28	50	22	0	50	50	4	82
Career Days and/or Related Activities	0	56	44	17	58	25	0	72	28	50	0	50	26	44
College Days and/or Related Activities	0	4	96	23	31	46	0	39	61	25	0	75	26	39
Instruction in Job-Seeking Skills	65	23	12	38	15	47	44	50	6	75	25	0	22	52
Counseling Regarding on-the-Job Problems	68	12	20	29	42	29	22	56	22	25	75	0	27	32
Job Placement Activities . . .	62	17	21	23	23	54	21	68	11	100	0	0	22	26
Follow-Up Studies	20	10	70	20	27	53	0	56	44	100	0	0	21	25

(1) Prime Responsibility; (2) Some Responsibility; (3) No/Minimal Responsibility

nd Counselor Assume in Each of the Following School-Related Services:
ering to Prime, Some, or No/Minimal Responsibility.

GH SCHOOLS				AREA VOCATIONAL CENTERS						COMMUNITY COLLEGES					
27	Counselors, N-14			Teachers, N-18			Counselors, N-5			Teachers, N-24			Counselors, N-13		
)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
3	77	23	0	18	47	35	25	50	25	52	36	12	46	46	8
8	46	38	15	16	58	26	0	67	33	25	50	25	0	67	33
8	71	29	0	18	76	6	20	40	40	4	63	33	69	31	0
5	23	46	31	35	53	12	80	20	0	33	29	38	45	55	0
7	46	31	23	22	72	6	60	40	0	38	50	13	50	42	8
1	23	62	15	22	67	11	80	20	0	26	26	37	69	23	8
5	29	57	14	11	33	56	0	75	25	4	22	77	0	10	90
3	62	31	7	0	67	33	25	25	50	38	48	14	62	38	0
12½	46	54	0	0	83	17	40	60	0	33	29	38	50	33	17
7	31	38	31	24	47	29	100	0	0	21	42	37	15	70	15
0	54	31	15	28	50	22	0	50	50	4	82	14	30	70	0
4	17	58	25	0	72	28	50	0	50	26	44	30	0	54	46
6	23	31	46	0	39	61	25	0	75	26	39	35	0	25	75
2	38	15	47	44	50	6	75	25	0	22	52	26	0	62	38
0	29	42	29	22	56	22	25	75	0	27	32	41	17	60	23
1	23	23	54	21	68	11	100	0	0	22	26	52	15	15	70
0	20	27	53	0	56	44	100	0	0	21	25	54	9	0	91

lity; (3) No/Minimal Responsibility

Table 5 - What Role Does the Teacher and Counselor Assume in Each of the Following Services for Special Needs S

Expressed in percentages	HIGH SCHOOLS						AREA VOCATIONAL CENTERS							
	Teachers, N-27			Counselors, N-14			Teachers, N-18			Counselors, N-5			Teachers,	
	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)
Vocational Assessment (Matching Students to Jobs)	30	20	50	23	23	54	16	42	42	25	25	50	5	24
Vocational Guidance (Individual)	25	45	30	23	31	46	16	50	33	75	25	0	10	62
Vocational Guidance (Group) .	16	32	53	21	21	57	8	25	67	50	25	25	5	19
Instruction in Job-Seeking Skills	35	28	38	17	17	66	25	42	33	50	50	0	9	32
Counseling Regarding on-the-Job Problems	33	24	43	19	19	62	25	25	30	25	75	0	5	35
Job Placement Activities . .	30	20	50	17	25	58	25	25	50	50	0	50	5	35
Instituting an Outreach Effort Designed to Return Drop-outs to School.	0	17	83	7	13	80	0	17	83	0	75	25	0	19

(1) Prime Responsibility; (2) Some Responsibility; (3) No/Minimal Responsibility

Table 6 - Data on Information Received by Teachers and Counselors Concerning Employment Opportunities, Job Requirements, Vocational Training Opportunities, Etc.

	Teachers		Counselors	
Do You Regularly Receive Such Information?	Yes N-40 60%	No N-28 40%	Yes N-25 81%	No N-6 19%
If Yes, Rate this Information for:				
(a) Adequacy	2.3		2.5	
(b) Clarity	2.0		2.0	
(c) Up-to-Dateness	1.8		2.1	

Scale of 1 (high) to 5 (low) was used. The Mean is reported above.

Sources of Informati

State and National Professional Organizations (Medical Lab.)
Illinois State Employment Service
Newspapers (Local)
Local Industry
Junior Chamber of Commerce
Job Opportunities through College Placement
Magazines (National)
Career Information
State Bulletins
Advisory Council
Department of Labor Publication
Trade Journals
Work Shops
Private Corporations
Radio
Vocational Guidance Counselor
School and Employment Office
People working in field
Pamphlets
News Release

Vocationa
Chronical
Local bus
Advisor
student
Manpower
Western I
Occupatio
Research
Project.
Career Wo
Manpower
Federal G
State of
Board of
Various S
A.V.C. In
Local job
LLCC - Pl
Guidanc
Civil Ser
Newslette

her and Counselor Assume in Each of the Following Services for Special Needs Students

HIGH SCHOOLS						AREA VOCATIONAL CENTERS						COMMUNITY COLLEGES					
eachers, N-27			Counselors, N-14			Teachers, N-18			Counselors, N-5			Teachers, N-24			Counselors, N-13		
1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
30	20	50	23	23	54	16	42	42	25	25	50	5	24	71	36	45	18
25	45	30	23	31	46	16	50	33	75	25	0	10	62	28	54	46	0
16	32	53	21	21	57	8	25	67	50	[illegible]	25	5	19	76	33	58	8
35	28	38	17	17	66	25	42	33	50	50	0	9	32	55	15	62	23
33	24	43	19	19	62	25	25	30	25	75	0	5	35	65	23	54	23
30	20	50	17	25	58	25	25	50	50	0	50	5	35	65	8	25	67
0	17	83	7	13	80	0	17	83	0	75	25	0	19	81	0	0	91

e Responsibility; (3) No/Minimal Responsibility

Data on Information Received by Teachers and Counselors Concerning Employment
portunities, Job Requirements, Vocational Training Opportunities, Etc.

Teachers		Counselors	
	No	Yes	No
60%	N-28 40%	N-25 81%	N-6 19%
2.3		2.5	
2.0		2.0	
1.8		2.1	

sed. The Mean is reported above.

Sources of Information are:

State and National Professional Organizations (Medical Lab.)
Illinois State Employment Service
Newspapers (Local)
Local Industry
Junior Chamber of Commerce
Job Opportunities through College Placement
Magazines (National)
Career Information
State Bulletins
Advisory Council
Department of Labor Publication
Trade Journals
Work Shops
Private Corporations
Radio
Vocational Guidance Counselor
School and Employment Office
People working in field
Pamphlets
News Release
Vocational Schools
Chronical Guidance Publications
Local business phone in needs - Advisory Council contacts former students
Manpower
Western Illinois University
Occupational Outlook Handbook
Research done by Educational Project, Inc.
Career World
Manpower Trends
Federal Government
State of Illinois
Board of Vocational Education
Various State and local Agencies
A.V.C. Information Publications
Local job placement bulletins
LLCC - Placement, Vocational Guidance Quarterly
Civil Service Commission
Newsletters

TABLE 7

THE PERCENTAGE OF THE COUNSELORS' TOTAL TIME AVAILABLE USED FOR TYPES OF COUNSELEE PROBLEMS

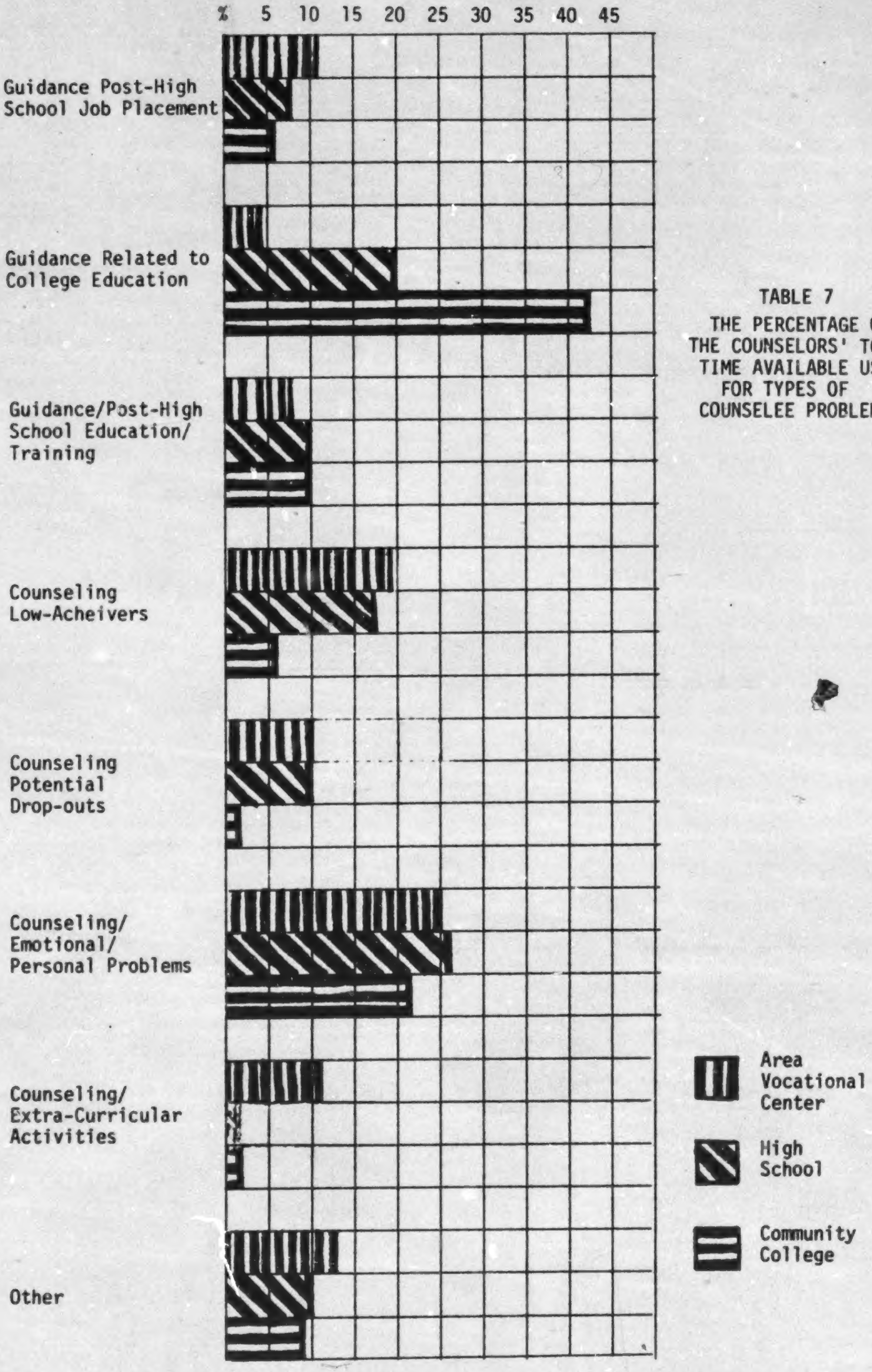


Table 8-Number of Students Who Selected Specific Sources for Help

	High Schools, N - 91							Area Vocational Centers, N - 37							Community	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)
New Student Orientation	58	12	0	11	3	1	1	24	4	0	5	0	2	0	60	11
Interpreting and Understanding Standardized Test Results	67	7	0	1	3	13	0	24	1	1	1	4	6	0	53	11
Evaluating One's School Progress	51	2	4	8	4	19	1	19	3	0	3	8	2	1	33	5
Selecting School Subjects	72	7	1	1.	3	1	2	23	5	1	3	2	1	1	61	5
Planning a Program of Study	61	8	4	6	6	5	4	22	6	1	4	3	3	0	57	3
Improving One's Study Habits	20	2	5	1	4	54	5	11	2	1	2	9	14	1	18	0
Dealing with Personal and Social Adjustment Problems	58	5	3	4	2	4	12	25	0	0	3	4	3	5	53	1
Providing Occupational Information	27	13	20	1	18	11	4	15	5	11	0	9	0	1	21	22
Learning about the World of Work	12	3	41	1	21	5	1	3	5	22	0	11	0	0	12	14
Help in Choosing an Occupation	32	16	23	0	15	0	2	12	5	12	0	8	0	2	36	14
Getting a Job After Leaving School	14	29	32	1	11	1	4	8	13	13	0	5	0	1	4	59
Getting a Part-time Job While Still in School	14	23	31	1	9	0	3	10	9	12	0	8	0	0	15	33
Counseling Regarding On-the-Job Problems	24	5	43	1	14	0	2	7	2	14	1	14	0	0	11	11
Help in Being Admitted to a Junior College, Trade or Business School, or Apprenticeship Program	51	17	1	5	12	3	2	31	1	2	1	3	3	0	52	20
Help in Being Admitted to a Four-Year College	56	17	0	6	2	5	5	30	2	1	2	1	2	0	71	11

(1) Guidance Counselor
(2) Placement Director
(3) Work Experience Coordinator
(4) Principal or other Administrator
(5) Vocational Teacher
(6) Academic Teacher
(7) Other

NOTE: Numbers of responses are not always be the same as the number of respondees because of non-respons multiple responses.

umber of Students Who Selected Specific Sources for Help

High Schools, N - 91						Area Vocational Centers, N - 37							Community Colleges, N - 99						
(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
12	0	11	3	1	1	24	4	0	5	0	2	0	60	11	3	8	4	2	4
7	0	1	3	13	0	24	1	1	1	4	6	0	53	11	3	2	5	16	1
2	4	8	4	19	1	19	3	0	3	8	2	1	33	5	2	10	19	27	2
7	1	1	3	1	2	23	5	1	3	2	1	1	61	5	3	4	11	12	5
8	4	6	6	5	4	22	6	1	4	3	3	0	57	3	5	1	12	8	6
2	5	1	4	54	5	11	2	1	2	9	14	1	18	0	3	0	12	60	6
5	3	4	2	4	12	25	0	0	3	4	3	5	53	1	1	4	4	10	2
13	20	1	18	11	4	15	5	11	0	9	0	1	21	22	26	0	24	4	3
3	41	1	21	5	1	3	5	22	0	11	0	0	12	14	45	1	16	7	3
16	23	0	15	0	2	12	5	12	0	8	0	2	36	14	20	0	22	4	5
29	32	1	11	1	4	8	13	13	0	5	0	1	4	59	21	1	11	2	1
23	31	1	9	0	3	10	9	12	0	8	0	0	15	33	31	0	13	3	0
5	43	1	14	0	2	7	2	14	1	14	0	0	11	11	50	2	21	1	3
17	1	5	12	3	2	31	1	2	1	3	3	0	52	20	7	7	7	3	4
17	0	6	2	5	5	30	2	1	2	1	2	0	71	11	3	9	6	5	2

Guidance Counselor	(5) Vocational Teacher
Placement Director	(6) Academic Teacher
Work Experience Coordinator	(7) Other
Principal or other Administrator	

re not always be the same as the number of respondees because of non-responses and

Table 9 - Student Responses as to the Extent that the Following Sources of Career Information Have Been Influential in Helping to Make Career Choices.
Major Influence, Some Influence, Little/No Influence
Responses Expressed in Percentages

Sources of Career Information	High Schools N - 91			Area Vocational Centers N - 37			Community Colleges N - 99		
	Major	Some	Little	Major	Some	Little	Major	Some	Little
Occupational Information Class (Field Trips, Resource Speakers, Films, etc.)	22	35	43	24	49	27	19	41	40
Participation in a Work Experience Program	35	22	43	34	37	29	31	20	48
Part-time Employment (after work, during holidays, etc.)	36	24	40	41	29½	29½	28	32	40
Self-directed Guidance through Use of Career Guidance Kits, Resources Available in Library or Counselor's Office.	16	35	49	25	39	36	20	41	39
Occupational Information Available through Magazines, Newspapers, Television	15	57	28	19	51	30	26	39	35
Individual Counseling Sessions with Guidance Counselor	22	38	40	46	17	37	25	36	39
Individual Counseling Sessions with Work Expericen Coordinator and/or Teacher	23	32	45	44	39	17	35	37	28
Group Counseling Sessions	3	46	51	5	24	71	11	15	74
Advice of Parents	26	57	17	27	54	19	27	38	35
Advice of Friends.	16	49	35	24	46	30	34	41	25

Table 10 - Student Knowledge and Usage of Post-Secondary School Educational and Vocational Training Information Expressed in Percentages

	High Schools N-91			Area Vocational Centers N-37			Community Colleges N-99		
1. Does your school have a collection of occupational information materials?	Yes 57	No 2	Don't Know 34	Yes 72	No 0	Don't Know 28	Yes 69	No 4	Don't Know 27
Have you ever used these materials? (Percent of Total Students stating Yes in previous question.)	Yes 52	No 48		Yes 85	No 15		Yes 72	No 18	
2. Does your school have a collection of school catalogs and bulletins for junior colleges, trade schools, business schools, etc.?	Yes 76	No 1	Don't Know 23	Yes 73	No 0	Don't Know 27	Yes 83	No 2	Don't Know 15
Have you ever used these materials? (Percent of Total Students stating Yes in previous question.)	Yes 58	No 42		Yes 59	No 41		Yes 60	No 40	
3. Does your school have a collection of materials about apprenticeship programs?	Yes 10	No 2	Don't Know 88	Yes 29	No 3	Don't Know 68	Yes 29	No 1	Don't Know 70
Have you ever used these materials? (Percent of Total Students stating Yes in previous question.)	Yes 38	No 62		Yes 30	No 70		Yes 32	No 68	
4. Does your school have a collection of school catalogs and bulletins for four-year colleges?	Yes 77	No 0	Don't Know 22	Yes 68	No 0	Don't Know 32	Yes 83	No 1	Don't Know 17
Have you ever used these materials? (Percent of Total Students stating Yes in previous question.)	Yes 61	No 39		Yes 38	No 62		Yes 55	No 45	

APPENDIX B - SELF EVALUATION

A self evaluation format is constructed which can be used by the local educational agency as a means of assessing comprehensiveness of the guidance, counseling, placement, and follow-up service. Supporting evidence should be collected for validation of the self evaluations by a committee or an external review panel.

Degree of achievement can be rated for criteria by a scale of:

1. Excellent	4. Below Standard
2. Good	5. Unsatisfactory
3. Satisfactory	6. Not applicable

PROCEDURE - GUIDANCE AND COUNSELING

CRITERIA

____ 1a. Objectives of the guidance and counseling function are well defined.

____ 1b. The guidance and counseling program is planned and its objectives are clearly understood by the community.

____ 1c. Objectives are formulated in behavioral terms.

____ 1d. Objectives are stated in terms permitting measurement of the extent to which they are achieved.

____ 1e. Provisions are made for continuously evaluating and improving the effectiveness of the guidance and counseling services rendered.

SUPPORTING EVIDENCE

1a. Statement of overall objectives.

1b. Who is responsible for their formulation?

1c. Example of behavioral objectives

1d. Example of measurement of results

CRITERIA

____ 2a. All counseling personnel have had vocational orientation by experience or training.

____ 2b. There is evidence that each vocational/technical education student has a definite career objective and that his/her present instructional program is specifically related to vocational choice.

____ 2c. Classroom instructors and guidance and counseling staff coordinate their efforts to meet needs of students; each makes referral to the other for needed services to the student.

____ 2d. All counseling personnel attend workshops, courses, or in-service training.

SUPPORTING EVIDENCE

2a. Work experience (or training in lieu of) for each counselor.

2b. Percentage of students with career objective on file.--Samples--

2c. Assignment pattern for counseling duties.

2d. How many counselors attended one or more work-shops, courses, or in-service training in the past year?

CRITERIA

____ 3a. The school identifies employment potential in various occupational fields and disseminates this information to all school personnel, to parents, to students, and to prospective students.

____ 3b. Counselors have access to extensive, current information about:
1) New and emerging occupations
2) Requirements for occupational entry
3) Occupational preparation offerings
4) Opportunities for employment by occupation

SUPPORTING EVIDENCE

3a. Sample of information disseminated

3b. Cite one example of each item.

CRITERIA

____ 4a. The guidance staff participates and is involved in general and occupational advisory committee meetings.

____ 4b. Guidance staff members are advised of departmental meetings and are knowledgeable of program activities so that they can facilitate coordination of instruction and guidance.

SUPPORTING EVIDENCE

4a. -Total number of advisory group meetings in the past year....______
-Number of counselors involved in one or more meetings.......______
-Number of meetings in which one or more counselors were involved...______

4b. -Total number of departmental meetings in the past year......______
-Number of meetings at which one or more counselors were involved...______
-Number of counselors who attended at least one meeting of each department staff.......................................______

CRITERIA

____ 5a. Counselors assist students with problems such as:
1) Scholarship loans
2) Other financial matters
3) Employment opportunities
4) Student work programs
5) Opportunities for further education
6) School or local health services
7) Personal or social situations
8) Student activities

____ 5b. Students are assisted in an individual assessment of their own abilities and interests, including personal adjustment, individual perceptions, and values to occupational success and satisfaction.

____ 5c. Counseling is available to enrollees, adults, and dropouts.

SUPPORTING EVIDENCE

5a. Number of requests of those served in each category.

5b. List special counseling services provided for mentally handicapped physically handicapped; disadvantaged.

What tests or analyses are used to assess:
1) Student abilities ______________________________
2) Interests ______________________________

3) Perceptions ______________________________
4) Values ______________________________
5) Occupational readiness ______________________________

5c. Counseling offered:

Situation	Enrollees	Adults	Dropouts
(1) Prior to entry			
(2) At entry			
(3) Before leaving			
(4) Periodically while enrolled			
(5) Upon request			
(6) After leaving			

PROCEDURE - PLACEMENT AND FOLLOW-UP

CRITERIA

1. Placement activity is coordinated through a centralized placement office.
2. The placement and follow-up functions are definitely assigned and adequately supported with sufficient staff and other resources to operate efficiently
3. Placement activities are an integral part of both counseling and instruction.
4. The institution involves advisory committees, public and private agencies, business and industry, and other groups in its placement activities.
5. Alterations in school programs and courses are made upon the recommendations of placement personnel.
6. The curriculum for each instructional program includes activities to help students seek and obtain employment.
7. Placement information and services are available for all students, graduates, temporary withdrawals, and other members of the school's clientele.
8. Students with the ability to benefit from education beyond that given by their present school are encouraged and helped when necessary to continue at more advanced schools.
9. Special placement efforts are offered for the handicapped and disadvantaged.
10. Students who need part-time employment in order to remain in school are assisted in securing work that will improve their occupational skills.
11. Placement records are kept current and include information such as: job opportunities, job placements, unsuccessful placements, follow-up activities.
12. The institution is successful in placing a high percentage of graduates in jobs related to the field of preparation.
13. Parents and students are made aware of placement services available.
14. The constraints and limitations affecting student placement are clearly defined, and efforts are made to expand employment opportunities despite existing limitations.

SUPPORTING EVIDENCE

	Yes	No
Is there a specific person assigned for job placement in your school?		
Is sufficient time given to job placement?		
Is there a wholesome cooperation with the community?................		
Is the service provided for graduates?.............................		
Is the service provided for dropouts?...............................		
Is placement in part-time jobs incentive in the service?............		

How much assistance is given the student who is seeking a job? (Check one)

_____ Very Much _____ Some _____ Little _____ None

Cite the number of placements during the past year with which placement service played a significant part.

_____ Part-time jobs _____ Full-time jobs

Completions and placements over the past five years.

List the occupational programs offered during the past five years.

Occupational	Program	Year Program Started	Cumulative Enrollment Full-time	Completions*	Placement**

Note: Attach additional page if necessary

CRITERIA

1. Follow-up surveys are used to determine the adequacy, appropriateness and effectiveness of the institution's efforts in occupational preparation and placement.
2. Follow-up efforts include surveys of employers of former students to determine their satisfaction with the preparation the school provided.
3. Satisfactory school-employer relations are evidenced by the expressed satisfaction of both the graduates and the employers.
4. The institution involves advisory committees, public and private agencies, business and industry, and other groups in its follow-up activities.
5. Information is obtained for enrollees of each program as to:
    a. Rate of student failure or withdrawal from the institution.
    b. Reasons for student failure or withdrawal.
6. Feedback from employers and other data from follow-up studies are used in institutional planning, in improving instruction, and in modifying programs and services.
7. Follow-up is done by instructional program personnel or in close cooperation with them for the feedback value to effect curriculum change.

---

*Those completing to an entry level of skill.
**Placed in the field of or directly related to training.

8. Follow-up information is obtained for all former students as to:
   - a. Employment status--employed, unemployed, or underemployed.
   - b. Field of employment--related or unrelated to field of operation.
   - c. Job retention, promotions, and level.
   - d. Continued education since leaving school, and whether related to field of preparation.
   - e. Satisfaction with occupational preparation provided by the school.
   - f. Satisfaction with placement services provided by the school.
   - g. Satisfaction with the institution's continuing interest in the occupational preparation and welfare of former students.

SUPPORTING EVIDENCE

Is there a follow-up study made of all graduates? _____Yes _____No

Is there a follow-up study made of all dropouts? _____Yes _____No

How is the information which is gained by the follow-up put to use? _____Assist Others _____Change Curriculum

What follow-up records are maintained for graduates and non-graduates and for how long? Provide samples of these records.

How adequate are staff personnel to provide proper follow-up of students?

Describe the role of faculty members, counselors, and administrators in the follow-up of students.

What follow-up data are available to all instructors? How do instructors use follow-up information as a basis for modifying and updating their educational program?

What evidence is obtained concerning advancement of graduates on their jobs?

What follow-up is made of graduates' pattern of job changes beyond first placement?

APPENDIX C - DROP OUT INFORMATION

A comprehensive summary of drop out numbers and rates by school district, county, and grade for the past three years has been conducted by the OSPI (now Illinois Office of Education). It has been impossible to correlate that data with the presence or lack of guidance and counseling services. However, some generalizations can be hypothesized from the data.

1. In 1974, the drop out rate by grades was:

9th - 3.5
11th - 9.1
10th - 7.6
12th - 6.6

Could not a strong occupational orientation program of counseling or prevocational offerings at the 9th grade prevent much of the extreme increase at 10th and 11th grades? It may be argued that age has more effect on that escalating rate than lack of program offerings, but a combination of both is extremely detrimental.

2. The overall state drop out rate for all grades(9-12) has increased in the past three years:

1971-72 - 6.0
1972-73 - 6.2
1973-74 - 6.6

Between 2,5000 - 3,000 more students are dropping out each year than the preceding one. With increasing national unemployment, dropping out can not be attributed to economic competition. It may be that students see secondary school offerings as less and less pertinent to their economic welfare. Certainly guidance, counseling and part time placement seem to have been of little help to alleviate the problem. Note in Appendix A, that 80 percent of teachers and counselors at each level (high school, area vocational center, and community college) said they had no/minimal responsibility for an outreach effort to return drop outs to school. The only exception was area vocational counselors, 75 percent of whom felt they had some responsibility.

The Problem By Location

Only one county in Illinois has been able to hold drop outs to an average under 2 percent for the past three years. Marshall County has averaged only 1.85 percent drop outs per year - closely followed by its sister county of Putnam with only 2.14 percent.

Of all the counties with less than a 3 percent drop out rate in 1973-74, only a total of nine had been able to maintain that average or less for the past three years. The other seven by ascending averages are:

Jasper - 2.20
Richland - 2.46
Clinton - 2.51
Edwards - 2.54
Scott - 2.63
Stark - 2.71
Logan - 2.80

In addition, Pope and Shelby counties show excellent reduction in drop out rates during the past three years with Pope especially showing a steady decline to a 1973-74 figure of 2.88 percent.

What general inference can be drawn from the above figures? First, it should be noted that all low counties are very rural. Two counties are comprised of only one administrative district (Edwards and Jasper). Only two schools enroll more than 1,000 secondary students (Lincoln and Olney). In any case, all nine of these best rated counties served only 1.2 percent of the secondary students in Illinois. So even though they are keeping most of their students in school, the gross number affected is very small. This should not be construed to mean that it is unimportant to keep every student possible for a longer period of secondary education.

Numerically, the drop out problem is of course most serious in the metropolitan and congested areas. However, counties with the highest rate of drop outs are not the most metropolitan. The two worst counties in the state are Jefferson and Hardin with three year averages of 11.08 percent and 8.13 percent respectively.

Other counties with more than a 7 percent annual rate for the last three years are, in order:

Winnebago - 7.59
Cook - 7.44
St. Clair - 7.40
Kankakee - 7.31
Macon - 7.20
Peoria - 7.01

The rural counties of Gallatin and Franklin were near to this high level.

Plotting both high and low counties on a map is interesting but hardly conclusive. Problem and non-problem areas are in juxtaposition with Clinton county sandwiched between St. Clair and Jefferson where the problem is great. Three rural adjoining counties are low problem areas in two locations in the state. The largest cities of Chicago, Rockford, Peoria, and East St. Louis are all located in problem areas of cause the county to be a problem area as the case may be.

If there is no geographic or demographic pattern discernible for the drop out problem, can it perhaps be tied to the individual school district or to the educational program offering or to the guidance, counseling, or placement services offered by representative schools? Let us consider the problem from this approach.

All districts with more than an 8 percent drop out rate in 1973-74 were identified. Similarly, all districts with less than a 2 percent rate in 1973-74 were also listed. From these two lists, the schools with the highest three year averages and the lowest three year averages were determined. Few, if any, of the schools with low drop out rates offer either a comprehensive vocational variety or utilize extensively the offerings of an area vocational center. In fact, several of the schools on the list are almost isolated from existing area vocational centers.

Size may be a significant factor relating to drop out rate, if location is not. From the schools where a high rate is regularly evident, average enrollment is over 10,000. By removing the atypical Chicago schools, the average is still 2,544. The schools where low rates are customary, average only 700. Again by removing the one atypical situation (New Trier) the average of all others is 358. Could it be that many smaller schools make a greater effort to retain students due to dwindling enrollments? In turn, larger schools may be overly satisfied to let the potential trouble-makers drop out rather than continue to fomet disruptions. The table on the following page list the schools in percentile order.

HIGH (9.0% or more)			LOW (1.5% or less)		
Enrollment			Enrollment		
5,195	E. St. Louis	13.7	291	Mt. Pulaski	0.81
2,333	Zion-Benton	12.8	424	Trenton	0.86
1.082	Rochelle	11.4	274	Tremont	0.87
689	St. Anne	10.8	139	Odell	0.89
4,975	Bloom Twp.	10.7	103*	Brussels	1.01
141,771	Chicago	10.6	184	Winona	1.12
446	Cairo	10.5	1,822	Evergreen Park	1.12
141	Cave in Rock	10.0	245	Steeleville	1.16
4,393	Waukegan	10.0	436*	Teutopolis	1.17
2,528	Harlem (Rockford)	9.8	187	Cissna Park	1.24
8,450	Proviso	9.7	194	Tri Point (Kempton)	1.25
104	Galatia	9.4	287	Panhandle (Raymond)	1.26
2,316	Kankakee	9.4	605	Central (Aviston)	1.27
2,901	Aurora East	9.3	6,509	New Trier	1.31
1,201	Rock Falls	9.2	170	La Moille	1.32
768	Benton	9.1	319	Pleasant Plains	1.34
3,129	Danville	9.0	230	Nauvoo-Colusa	1.35
			185	Dietrich	1.46

*Only 2 years figures